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ABSTRACT

Participants from India, Korea, Maldives, Nepal, Thailand, the Philippines, Sri Lanka, and Indonesia met to formulate strategies and develop alternative methods of teaching multiple classes and educating disadvantaged groups. Activities of the Study Group Meeting included four phases: presentation and discussion of country experiences relating to problems and learning difficulties encountered in teaching multiple classes and in educating disadvantaged groups, and the national efforts and initiatives employed in solving such problems; review and analysis of innovative methods of teaching multiple classes and educating disadvantaged groups; group work to develop strategies and alternative methods; and visits to schools which enabled participants to observe multiple class teaching. For a comparative analysis of innovative methods in teaching multiple classes and disadvantaged groups, the following aspects were considered: rationale for organization of multi-grade/multiple classes; forms and types of multiple classes and disadvantaged groups; innovative projects/programmes; policies and linkages in the implementation of such programmes and projects; and the relationship between multiple classes and the disadvantaged groups as perceived by participants. Participating countries discussed and analyzed 26 innovative projects being implemented in their countries and came up with more alternative and innovative projects to be tried. (CM)

Asian Programme of Educational Innovation

for Development APEID

EDUCATION OF DISADVANTAGED GROUPS AND MULTIPLE CLASS TEACHING:

studies and innovative approaches

Report of a Study Group Meeting
Jakarta, 17-26 November 1980

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UNESCO UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC

Bangkok, 1981

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CONTENTS

		Page
Preface		i
Chapter One :	National experiences of teaching multiple classes and the education of disadvantaged groups	1
Chapter Two :	Comprative analysis of innovative methods in teaching multiple classes and disadvantaged groups	21
Chapter Three :	Development of alternative methods in teaching multiple classes and disadvantaged groups	71
Annexes: I.	Agenda	83
II.	List of participants and others attending	84
III.	List of documents	87
IV.	Visits to small schools, Palangkaraya, Central Kalimantan	89

PREFACE

The Study Group Meeting on Evaluation and Development of Innovative Methods of Teaching with Reference to Problems of Multiple Classes and Disadvantaged Groups was organized by the Asian Centre of Educational Innovation for Development (ACEID), Unesco Regional Office for Education in Asia and Pacific, in collaboration with the Office of Educational and Cultural Research and Development (BP3K), Ministry of Education and Culture, Indonesia, from 17 to 26 November 1980. The purpose of the Study Group Meeting was the formulation of strategies, and the development of alternative methods of teaching multiple classes, and educating disadvantaged groups.

Objectives

The Study Group Meeting aimed to:

1. Explore problems and learning difficulties which arise in teaching multiple classes and educating disadvantaged groups;
2. Review and analyze innovative methods of (a) teaching multiple classes, and (b) educating disadvantaged groups of the population; and
3. Develop strategies and alternative methods of (a) teaching multiple classes, and (b) educating disadvantaged groups.

Participation

The Meeting was attended by 16 participants from eight countries, one each from India, Korea, Maldives, Nepal and Thailand, two each from the Philippines and Sri Lanka, and seven from Indonesia. Unesco Regional Office for Education in Asia and Pacific was represented by Dr. H.K. Paik, Specialist in New Methods in Teacher Education (ACEID). The list of participants is provided in Annex II.

Inauguration

The Study Group Meeting was inaugurated by Dr. Moegiadi, Secretary of the Office of Educational and Cultural Research and Development. Dr. Moegiadi read a welcome address on behalf of Dr. Soeroso, Head of the Office of Educational and Cultural Research and Development. The address emphasized the fact that the Study Group Meeting was both timely and of tremendous educational significance.

Dr. H.K. Paik, Specialist in New Methods in Teacher Education, ACEID, Unesco Regional Office for Education in Asia and Pacific,

Bangkok, welcomed the participants on behalf of Unesco, and thanked the Government of Indonesia for kindly agreeing to host the Study Group Meeting. He explained the objectives and outcomes expected of the Meeting, and emphasized that a study on the teaching of multiple classes and the education of disadvantaged groups was not only a matter of necessity in view of the present emphasis on universalization of education, but also a significant response to the problems facing the countries of the region.

Election of officers

In the first plenary session, the participants elected Mr. Soemitro Soemantri Wignjowijandjono (Indonesia) as Chairman, Dr. Ki Hyoung Oh (Korea) and Dr. Juanita S. Guerrero (Philippines) as Vice-Chairmen, and Mr. S.B. Ekanayake (Sri Lanka), Miss Norma P. Olaya (Philippines), Dr. L.R.N. Srivastava (India) and Mr. Mohamed Waheed Hassan (Maldives) as Rapporteurs.

Organization and procedure

The activities of the Study Group Meeting included four phases.

The first was the presentation and discussion of the country experiences relating to problems and learning difficulties encountered in teaching multiple classes and in educating disadvantaged groups, and the national efforts and initiatives in solving and tackling such problems This activity was conducted in plenary sessions.

The second, also in plenary sessions, was to review and analyze innovative methods of teaching multiple classes and educating disadvantaged groups.

The third was group work to develop strategies and alternative methods of (a) teaching multiple classes and (b) educating disadvantaged groups. Strategies for the development of alternative methods of teaching multiple classes and disadvantaged groups reported and discussed further in plenary sessions.

The fourth was the visits to schools in Jakarta and in Palangkaraya, Central Kalimantan, Indonesia. The visit to Palangkaraya enabled the participants to observe a case of disadvantaged groups in Indonesia where multiple class teaching is predominant. This visit was made possible with the assistance of UNICEF, Jakarta. The visit to a school in Jakarta enabled better understanding of the disadvantaged condition in Palangkaraya.

The draft report was considered and approved as amended by the Meeting at the concluding session.

Chapter One

NATIONAL EXPERIENCES OF TEACHING MULTIPLE CLASSES AND THE EDUCATION OF DISADVANTAGED GROUPS

The members of the study group meeting on evaluation and development of innovative methods of teaching with reference to problems of multiple classes and disadvantaged groups came with high hopes of sharing their experiences, and on the basis of analysis on similarities and differences in their problems encountered, hoped to arrive at concrete proposals for alternative methods of resolving such problems.

Using this aspiration as a springboard, discussions on the country experiences relating to problems and learning difficulties encountered in teaching multiple classes and in educating disadvantaged groups, as well as in the national efforts and initiatives in solving and tackling such problems, were undertaken. Highlights of the discussions on the country experiences were presented under (1) general review; (2) definition of multiple classes and disadvantaged groups; (3) researches and studies conducted; (4) problems and learning difficulties of multiple classes and disadvantaged groups; (5) teaching organization, style and content; types and grouping of multiple classes; and (6) national efforts and initiatives in solving problems of multiple classes and the education of disadvantaged groups.

INDIA

1. General Review

India has about half a million primary schools. 85 per cent of these have multiple classes. In this kind of setting, multiple class teaching is integrated in the educational system. This situation is brought about by the small number of children in areas where multi-teacher schools cannot be justified. Such a setting has given rise to a large number of problems encountered in multiple class teaching, some of which are physical in accessibility, such as the lack of suitably trained teachers and inadequate inspection and supervision of classes. In view of this, pupils suffer from the learning difficulties like the lack of adequate attention by the teacher, lack of reading materials, and lack of continuity of their education and so on. Teachers of multiple class teaching schools have their own difficulties like the lack of space, equipment and instructional material; and the school programmes in general are not activity-oriented. Innovative

methods have, however, been tried out in the country, among them are the *Prahar Pathsala,* Ashram Schools, ungraded schools, and the shift schools.

In terms of the disadvantaged groups of people in India, within a total population of between 125 and 135 million, it is not surprising that different kinds of social, cultural, economic and educational disadvantages are observed. This group includes scheduled castes and scheduled, nomadic and denotified tribes. Students from these groups suffer from economic, academic, social and other problems. Their learning difficulties emanate from factors like the irrelevant curriculum, learning in a language which is not their mother tongue, the lack or unsuitability of instructional materials, lukewarm or indifferent attitude of parents toward education, and teachers being unaware of tribal life and culture and problems of their education.

Some innovative methods, like restructuring the existing curriculum, using youth dormitories as schools, opening Ashram schools and inter-village schools, training teachers from tribal areas in the tribal life and culture and problems of education, utilizing mobile schools and peripatetic teachers, have been adopted.

2. Definition of multiple classes and disadvantaged groups

Multiple classes are classes wherein a teacher has to teach more than one class simultaneously.

Disadvantaged groups on the other hand, are those who suffer from socio-cultural disabilities and economic weaknesses due to poor technology and geographical inaccessibility, and those who are imparted irrelevant education. Such groups are the scheduled castes and scheduled, nomadic and denotified tribes.

3. Researches and studies

Studies on the organization and the functions of the single-teacher schools have been conducted as well as special studies on non-graded, shift, and Ashram schools. In the case of disadvantaged groups, hundreds of studies covering almost all aspects of their educational development have been conducted. All these studies and researches point to the fact that national effort is directed towards an all-round educational development of these disadvantaged groups.

4. Teaching organization, style and content, types and grouping of multiple classes

There are various combinations of teaching organization in multiple classes: in single teacher schools, the teacher attends to the classes one after the other and gives them assignments while attending to other classes. To facilitate the teaching, the use of a monitor is employed to assist the teachers, and classroom teaching and outdoor activities are organized simultaneously so that the number of children at a given time under the supervision of any one teacher is reduced.

The content of education in multiple classes is the same as those used in other schools. Grouping in multiple classes vary as follows: one teacher to three or five classes, two teachers to three or five classes, three teachers to five classes, and four teachers to five classes. There are also different types of class combinations. In single-teacher schools, the teacher handles all the classes. In two-teacher schools, classes I and II are taken by one teacher, and the rest by the second teacher; I and V by one and II, III and IV by the other teacher; I and III by one teacher and II, IV and V by the other teacher; and so on. Similarly, in three teacher and four teacher schools there is no fixed criteria of class combinations. Quite often, it is divided according to the number of pupils and the teachers divide pupils equally between them. At times the senior teacher takes the higher classes and the junior teacher, the lower classes.

5. National efforts and initiatives in solving problems of multiple classes and the education of disadvantaged groups

Many state governments in India have decided not to open any more single-teacher schools. However, when a need exists, certain measures are provided, such as: the provision of a second teacher where there is a need; lowered teacher-pupil ratios; self-learning materials provided; teacher training strengthened both at the pre-service and in-service levels; and, in order to prevent single-teacher schools from being closed down when the teacher goes on leave, leave reserves are being maintained and substitutes provided. Likewise, the curricula are being revised to take into account the problems of multiple classes, community members are being encouraged to participate in the school programme and a good number of innovative methods are also being used to improve teaching. As it is not always possible to transport all educational materials and teaching aids to distant villages, efforts are being taken to use as many local materials as possible. Resource utilization is highly desired, and while physical facilities are not adequately available, huge resources are being made available by the government to schools having multiple classes.

Disadvantaged groups and multiple class teaching

In the case of the education of disadvantaged groups, steps are being undertaken like the resturcturing of the curriculum to make it relevant to the needs of the pupils. A large number of teachers from these groups are being appointed to understand the problems of their own groups better, and both pre-service and in-service training courses are being strengthened. Training courses in tribal life and culture and in problems of tribal education have also been organized. To complement these efforts, community members who have remained indifferent to education are now being involved in the educational development programmes, and in some areas, parents are compensated for the economic loss they suffer by sending their children to school.

Different types of innovative methods are also being tried. Use of local technology and resources are being progressively made; physical facilities in terms of hostel facilities, book grants, uniforms, midday meals, stipends, scholarships, exemption from the tuition fees and examination fees are provided, and mobile schools and peripatetic teachers have been adopted. This has made the cost of education very high because no fee is charged to the students, the entire expenditure being financial by the government.

INDONESIA

1. General review

Multiple class teaching is not a typical mode in Indonesia and is not particularly exercised in schools for disadvantaged groups. Multiple class teaching exists in both rural and urban areas. A data on a sample of schools, compiled in 1976 by the Education Finance Project, reveals that 60 per cent of the rural schools have more grades than the number of teachers. Therefore multiple class teaching is typical only in the small schools, or in primary schools in disadvantaged conditions.

The Small School Project is intended to develop an effective and economical model of primary schooling for small and relatively isolated communities. Hence development and implementation should be within the framework of providing primary school education for all spelled out specifically as follows:

(a) Participation in primary education of all children ages 7-12 in the villages of the small schools;

(b) Improvement of student achievement;

(c) Earlier completion of primary school education;

(d) Improvement of the interest and capability of teachers and students;

(e) Development of learning materials with emphasis on the use of resources in the environment;

(f) Development of a model for small schools which can be used effectively and economically in small and isolated communities;

(g) Preparation of manuals needed in the management and operation of the model; and

(h) Drafting of rules and regulations for the establishment and operation of the small schools.

2. Definition of multiple classes and disadvantaged groups

Multiple class teaching in Indonesia refers to the teaching of more than one grade level simultaneously by one teacher, or, to the teaching of more than one subject area or matter simultaneously by one teacher. In other words, it can be defined as a primary school for the clientele under disadvantaged conditions.

Disadvantaged groups, however, are those groups which suffer from socio-cultural disability or economic weaknesses due to poor technology and geographical inaccessibility.

3. Research and studies on the problems of multiple classes and disadvantaged groups

At the elementary level two studies (experiments) are still in progress, namely:

(a) The Pamong Project which is aimed at solving the problems of primary education in densely and over-populated areas; and

(b) The Small School Development Project which is intended to achieve the methods of effective and efficient primary education in disadvantaged and remote areas.

In both projects the tachers undergo training to handle more than one grade or class.

4. Problems of multiple class teaching and difficulties of learning faced by disadvantaged groups

The surveys and basic studies conducted so far indicate that problems are as follows:

(a) On the part of pupils and teachers, it appears that while subject matter is prescribed in the curriculum, not all of them are taught because many teachers do not know how to handle multiple-class teaching effectively and efficiently. There are students who do not receive lessons even though they are actually in school. Furthermore, participation of parents and community members in conducting education is minimal.

(b) Lack of poor teaching facilities, poor school administration and inadequate supervision are experienced in these multiple classes;

(c) Systematic evaluation for assessing the students' progress is not commonly practiced; and

(d) The socio-cultural condition of the people is not quite conducive for the conventional type of school education.

5. Teaching organization, style and content

The Small School Development Project has found that patterns of multiple class teaching vary from school, but the following alternate patterns are evident in cases where the ratio of the number of teachers to classes is three to six:

	Grades		*Grades*		*Grades*
(a)	I–IV	(b)	I– V	(c)	I–VI
	II– V		II–VI		II–IV
	III–VI		III–IV		III– V

The assumption behind these patterns is that since lower classes are more dependent upon teachers than those at higher levels, students of grades IV, V, and VI being provided by the teachers with self-instructional materials called modules, can learn individually and independently. Generally, the content of the curriculum for these multiple classes is the same as those prescribed in the national curriculum.

In effect, multi-class teaching actually involves, (a) class/grades or subject pairing, and/or (b) class/grade/school or subject grouping.

6. National efforts and initiative in solving problems of multiple class and disadvantaged groups

National efforts to achieve universalization of primary education in Indonesia have been channeled through multiple approaches and

educational institutions, but the most significant of these approaches is the developmental research experiment on the small school which is aimed at evolving an effective and efficient system of learning and teaching. It is hoped that the national effort in this direction will yield the desired results.

REPUBLIC OF KOREA

1. General review

School education in Korea, during the past 35 years has been characterized by rapid growth brought about by urbanization and industrialization of the country. Such rapid changes have, left some places, such as the island, remote, border, and regained areas lagging behind in terms of actual pace of development. The schools in those areas had extremely small numbers of children in any given grade to form single classes, so that two or more grades had to be combined into each classroom and provided with a single teacher. The situation however is not very acute as shown by the trend that schools with multiple grades in Korea are decreasing and becoming marginal.

2. Definition of disadvantaged groups and multiple classes

Multiple classes is defined as those classes with children of two or more grades under a single teacher and within one classroom. Schools with multiple grade classes are thus referred to as multiple-grade schools.

Disadvantaged groups on the other hand refer to groups of primary children attending schools in remote, island, border, and regained areas. Schools in these areas are receiving special attention from the government by being offered at least the same or even better conditions in terms of inputs made per child.

3. Problems and difficulties in learning

Problems in both multiple classes and disadvantaged groups emanate from the limitation of time allocated for teaching two or more grades within the class hours which are uniform in all schools. This is further aggravated by the lack of instructional materials which are necessary for "less direct teaching and increased children's self-study; learning differences between fast and slow learners; and the backwardness in socio-economic and cultural backgrounds of parents and the people in the community in general.

4. Teaching organization

Multiple classes come in many forms such as two, three, four, five, or six grade combinations.

In terms of organization, however, grades are arranged consecutively such as I-II, III-IV-V and so forth, or in a more discrete form such as I-III; II-V; I-III-VI, etc. Regardless of the form, content is the same as in ordinary classes.

For the disadvantaged groups, the organization is similar to ordinary classes but the number of children in classes and the school scale are smaller (one class in each grade having a total of 25 to 35 children only, and around 150-300 children in the entire school). Content of the curriculum is the same as in ordinary schools.

5. National efforts

The government has taken a special interest in the disadvantaged groups by the inactment of a special law for the promotion of disadvantaged groups in order to provide competent teachers, better facilities and additional services, including food service and others.

In terms of the curriculum, pre-service, and in-service education of teachers, no difference is noted from those of regular classes. Stress is placed on community involvement which is the sisterhood matching between urban schools or agencies using schools as bases for non-formal education and children's participation in country life.

6. Research and surveys

These are conducted by provincial institutes of educational research and professors of teachers' colleges. At present, there is an integrated and long-range research and development programme developed by the Education Development Project at Yonsei University, Seoul, which undertakes also researches relating to multiple class teaching in Korea.

MALDIVES

1. General review

Multiple-class teaching, though a recent terminology, has existed as far back as can be remembered. Forms of multiple classes include:

(a) One teacher for two or more classes within the same grade level;

(b) One teacher for two or more classes of different grade levels; and

(c) One teacher for non-graded or mixed classes.

Classes within the same grade level are usually combined, but consecutive classes (e.g., III and IV) are also combined. Multiple-class teaching is not a planned event with strategies but rather an outcome of necessity due to the lack of facilities, teachers and resources, and as such, should be avoided.

2. Definition of multiple classes and disadvantaged groups

Multiple classes refer to a combination of students and teachers other than the usually accepted form of one teacher and one class of the same age group and subject matter. On the other hand, disadvantaged groups are those students in island communities deprived of resource allocation and are usually too weak to sustain on their own.

3. Research and study

Surveys on the condition of schools and baseline data on small schools have been conducted by the Educational Development Centre, Male, Maldives.

4. Problems of multiple class teaching and disadvantaged groups

Problems encountered in multiple class teaching are student and teacher oriented. Often idle time for one group is noted and too many writing assignments are given to keep groups busy. In spite of this, disruption of planned work schedule usually occurs and results in distraction of teachers as well as students. The teacher pupil relationships is affected, since there is too little face to face contact.

Difficulties of learning faced by disadvantaged groups, include the (a) irrelevancy of the curriculum to productive work; (b) the lack of basic learning facilities and materials; and (c) the lack of teachers.

5. Teaching organization and style of multiple classes

Teaching in multiple classes involves the usual way of grouping wherein one group has been given a writing assignment while the teacher works with the other group.

6. National efforts and initiatives

The major thrust of government efforts come under the Unesco/Unicef/UNDP/Government Project for the development of education. These efforts include:

(a) Setting up of Community Education Centres as focal points for management and dissemination of educational innovation-one in each atoll being established.

(b) Training of teachers (pre-service in the Divehi and English mediums). Teachers receive refresher courses after they return to schools from this basic 10 month course. Regional in-service courses will be organized at the Community Education Centres.

(c) Specially tailor-made courses at Moray House College in Scotland for Maldives head teachers who will become change or development agents for developing and disseminating innovation at the Community Education Centres.

(d) Curriculum development work with input from teacher educators and teachers with heavy emphasis on local cultural factors.

(e) Radio educational broadcasts to assit elementary school teachers in the island communities.

NEPAL

1. General review

The history of education in Nepal before 1951 provided educational facilities for only a few people. In 1952, however, Nepal established an Educational Board to supervise and expand the educational facilities, but it emphasized theoretical learning at the cost of practical skills, thus creating a problem of unemployment and unskilled manpower in the country. So, a well-planned national system of education was urgently called for. The government designed and implemented in 1971, the National Education System Plan (NESP) which provided a uniform system of education for the whole country.

The educational structure under NESP includes the following:

(a) First level primary education classes I to III for children ages six to eight years which was aimed at imparting literacy;

(b) Second level lower secondary education classes IV to VII for children ages nine to eleven years;

(c) Secondary education classes VIII to X for children 13 to 15 years of age; and

(d) Third level higher education which includes a Certificate Level for a two-year course after the completion of secondary education; and Diploma, Degree, and Research Levels.

2. Definition of multiple classes and disadvantaged groups

Multiple class teaching is the method of teaching more than one class simultaneously by one teacher. Disadvantaged groups are those living in remote and isolated areas.

3. Research and/or studies on the problem of multiple class and disadvantaged groups

In Nepal the concept of multiple teaching is just accidental. This is not widely practised everywhere but it is prevalent mainly in the remote areas. The government has declared 18 out of 75 districts of the kingdom as remote and several studies have been done on the problem of multiple teaching in these districts and in the regional level too. The Social Service National Co-ordination Council and the Centre of Educational Research, Innovation, and Development (CERID) have started to study and conduct researches about disadvantaged groups.

4. Problems of multiple class teaching, difficulties of learning faced by disadvantaged groups

There is no special curriculum nor teacher training centres for multiple class teachers in Nepal. Besides this, educational materials for multiple classes are not available. These result in learning difficulties in both multiple classes and the disadvantaged groups.

Among the disadvantaged groups, there are strange caste feelings, a socio-cultural bias against the education of girls, and differences between the nomadic and linguistic groups. Such bias results in the difficulty of their education.

5. Teaching organization, style and content

Multiple class teaching is usually found in remote areas where teachers are not easily available. In such areas, one teacher teaches two classes (grades I and II) or two teachers teach three classes simultaniously. There is no separate curriculum nor are there special textbooks – the same curriculum being used for both multiple and general classes.

6. National efforts

The Ministry of Education has attempted to provide better educational facilities to disadvantaged groups. Free copies of textbooks and chalk are provided to the children of remote areas. Alternative classes are provided to the unschooled children and scholarships are given to the one hundred students in remote areas anually. Free textbooks and free tuition fees are provided to the girls in 18 districts. This step of equal access of women to educational programme has attracted women into the teaching profession especially in remote areas. Institutions for beggars, as well as the blind, deaf and dumb are also provided. These institutions provide education, food, lodging and clothing facilities to these physically handicapped people.

PHILIPPINES

1. General review

The Philippine Development Plan for 1978-1987, referred to as the period of the Decade of the Filipino Child, envisions to get down and reach the poorest segments of the population in both the urban and rural poor, by improving access to basic social services, by equalizing opportunities and by the equitable sharing of the fruits of development, in order that no Filipino will be left without sustenance.*

Supportive of this national goal, the different agencies of the Ministry of Education and Culture have conducted studies, recommended research-based reforms and developed a number of programmes and

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* Marcos, Ferdinand E. (Pres. Philippines), "The Philippine Development Plan: an instrument for the democratisation of development," in *Summary of the Five-Year Philippine Development Plan, 1978-1982 (including the Ten-Year Development Plan, 1978-1987)*. Manila, Cabinet Committee on the Development Plan, 1977, pp. XVI-XVIII.

projects to upgrade the quality of all levels of education in the country, and to equalize educational opportunities particularly among the disadvantaged, deprived and underserved (DDU) areas of the country through a compensatory scheme of financing and allocation of both material and human resources.

2. Definition of terms

Multiple classes: In the Philippines, the term used is 'multi-grade' classes consisting of three or more grades to a class under one teacher. A class consisting of only two grades under one teacher is referred to as a 'combination' class.

Disadvantages groups: Learners belonging to the disadvantaged groups fall under six categories reflecting the six measures used in a study to ascertain and quantify the incidence and degree of educational deprivation and disparity, namely; literacy rate, participation rate, cohort survival rate, achievement levels, proportion of adults with Grade VI education, and transition rate from elementary to secondary education. Disadvantaged groups also include learners in the slum areas; people in remote areas; populations and hill-tribes; those in island schools; the physically handicapped; the nomadic groups; the cultural minority groups; and the refugee groups.

3. Research and studies

Some researches conducted in connection with the disadvantaged groups include:

(a) The Survey of Outcomes of Elementary Education (SOUTELE) which looked into the achievement level of elementary school graduates in both public and private schools, and the factors responsible for differences in the outcomes of elementary education.

(b) The Experimental Elementary Education Programme (EEEP) which studied the relative effectiveness of an elementary curriculum with fewer subjects addressed particularly to the development of basic skills in the learners.

(c) The Decentralized Educational Programme Planning for the Disadvantaged, Deprived and Underserved Areas (DEPP-DDU) – a study conducted for the purpose of identifying disadvantaged areas in the country through the use of various indicators.

4. Problems and learning difficulties

(a) *Problems encountered relevant to multiple class teaching include:*

i) Inadequately trained teachers;

ii) Dearth of varied and multi-level self-learning and self-evaluation materials;

iii) Lack of flexible and special types of curriculum organization for multi-grade classes;

iv) Inadequate school plant and health facilities; and

v) Lack of incentives for teachers of multiple classes.

(b) *Learning difficulties faced by disadvantaged groups may be classified into:*

i) Inadequate and sometimes inappropriate learning materials, facilities and equipment;

ii) Pupil absenteeism due to irrelevant curriculum and low level of achievement due to the majority-culture bias of tests;

iii) Cultural lag, due to the fact that pupil interactions are limited to the culture of his own group or environment;

iv) Dual role required of children to have unnecessary or premature exposure to more advanced learning while learning; and

v) Inaccessibility of schools or learning centres in these areas.

5. Teaching organization, style or content

The ordinary teaching organization, style or content is used in these classes. No special programme has been specifically designed for multiple class teaching nor for the education of disadvantaged groups. Much is left to the teachers' initiative in the selection of teaching style or content utilized.

6. National efforts and initiatives

To solve the problems of multiple class teaching and the education of the groups, the following programmes and projects are being undertaken by the Ministry of Education and Culture in close co-ordination with

other government agencies such as Ministry of Agrarian Reform, and the Ministry of Local Government and Co-operative and Community Development:

(a) Programme for Decentralized Educational Planning (PRODEP) which aims to reduce educational disparities through proper allocation of resources; and

(b) Programme for Comprehensive Elementary Education Development (PROCEED) which focuses on making elementary education relevant to regional needs including multiple classes and the different disadvantaged groups in the different areas of the country. The project has eight components interlinked with development, namely, curriculum development, teacher development, instructional materials development, school plant and facilities development, school-based health care, management system, financing system, and pre-elementary education.

SRI LANKA

1. General review

Sri Lanka enjoys a high degree of literacy and ranks second to Japan in Asia with 87 per cent literacy. This high percentage represents functional literacy and is not universally related. In the rural areas where multiple classes and disadvantaged groups exist, the rate of literacy is much lower.

Recently, education has been considered an important aspect in the development plans of the nation. The attention of the administrator has been directed to the problems of learning in the rural areas with the focus on disadvantaged groups and multiple classes. This improvement in the situation is considered a part of the developmental programme of Sri Lanka.

2. Definition of multiple classes and disadvantaged groups

Multiple classes and disadvantaged groups are related to each other. Both stem from the problem of under-development. The operational centre for both disadvantaged groups and multiple classes is the small school. The main issues of the multiple class is confined to the physical plant of the school while the disadvantaged groups cover a larger spectrum

of the community. Strategies developed to overcome the constraints bear the same impact on both issues, although at different levels and times.

With this framework, multiple classes may be defined as one where a number of classes are managed by one teacher. The number of classes per teacher may vary from two to three or may consist of all the classes in the school at one time. These multiple classes are usually confined to the primary grades consisting of grades I–V for ages 6–10 years.

The disadvantaged groups on the other hand refer to groups of people who live in remote or slum sections of the country, where, (a) the population is sparse, (b) accessibility to social benefits is poor, (c) socio-economic conditions are poor, and (d) rate of literacy is low.

3. Research and studies

There has not been specific in-depth studies relevant to the issue. Nevertheless, certain studies which follow have been conducted by various institutions and have a bearing on the problems of multiple classes and disadvantaged groups:

(a) Statistical profile of children and youth in Sri Lanka, 1975 (Marga Institute Study No.5)

(b) Needs of children and adolescents 1975 (ibid)

(c) Basic services in education-the small school (Academy of Administrative Studies in Sri Lanka, 1976)

(d) Integrated approach to curriculum development in primary education in Sri Lanka (Unesco - Paris), 1976

(e) Project proposal for the development of teacher training for small schools in Sri Lanka (Hingurakgoda Teachers College), 1978

(f) Development of the small school in Sri Lanka, National Study Seminar, Ministry of Education/UNICEF, 1977

(g) Development of the concept of community education workshop at Hingurakgoda Teacher College, Sri Lanka/Commonwealth Education Workshop/Conference, Asian Region, 1978

4. Teaching organization, style and content

Little progress has been made to develop teaching organization, style and content suitable for multiple class teaching and education of disadvantaged groups. The areas that need attention are: (a) curriculum, (b) teaching methodology, (c) evaluation process, and (d) resource factors.

5. National efforts in solving problems of multiple classes and disadvantaged groups

National efforts in the direction of solving these problems include the following:

(a) An attempt is being made to develop a new and suitable curriculum by the Curriculum Development Centre of the Ministry of Education, in Sri Lanka;

(b) Short-term courses and field training programmes for the new recruits to the profession are being offered and some of them are being conducted in the schools where these problems exist;

(c) The Special Small School Development has a component where the teachers in these schools are exposed to the problems in a practical way. Some of these programmes are:
  (i) Organization of work camps
  (ii) Associated schools programme
  (iii) Family of schools programme
  (iv) Broadening vistas programme
  (v) Provision of supplies (Unicef funds)
  (vi) Midday meal programme (community involved);

(d) Provision of more teachers for the rural areas; and

(e) Development of integrated development projects.

THAILAND

1. General review

The problems of multiple classes and disadvantaged groups have been in existence for a long time and there are many institutions conducting programmes seeking solutions to the problems.

When the 1978 curriculum was declared operative, the content and format of this curriculum was made flexible and opportunities were provided to those who are involved in teaching the multiple classes and disadvantaged groups in initiating activities for effective and better organization of teaching and learning processes.

The oustanding programmes attempted by the government include the rural teacher training programme, educational programmes on radio and TV, the opening of the Non-formal Education Department, the twilight classes for adult education and the frontier policemen schools.

The seminar held in May 1980 on these problems decided that Reduced Instructional Time (RIT) may be the best way of teaching since it is cheaper and more effective in solving the problems. Education institutions train their student teachers, school teachers, and personnel on the production of instructional modules and packages for better learning-teaching situations.

2. Definition of multiple classes and disadvantaged groups

Multiple classes means one teacher taking care of more than one group of children at the same class level, or at different class levels.

Disadvantaged groups means learners in slum, remote rural, and war-affected areas; handicapped children; hill-tribes; and adults.

3. Research and studies

Studies have been conducted on projects like the walking teachers' volunteer project, the instructional package "Chula Plan", the moving school in the slum area, and the senior pupil participation method. In addition, studies are being done on the problems of the hill-tribes, the exceptional children, and the like.

4. Problems and learning difficulties

(a) Multiple classes are confronted with problems of the lack of teachers, instructional materials, building and facilities and transportation.

(b) Disadvantaged groups encounter economic problems related to personnel, instructional materials, curriculum, habit formation and attitude towards education.

5. Teaching organization, style and content

The organization of multiple classes involves putting close grade levels together. In this set up, senior students help junior students, and while some general topics or subject matters are given simultaneously, interest groups are formed and assigned the use of instructional packages and RIT. All groups are attended to by the teacher.

6. National effort and initiatives in solving problems of multiple classes and disadvantaged groups

National effort is directed towards the following:

(a) Teacher training programmes;

(b) Flexibility in the use of the present curriculum;

(c) Development of new innovative techniques, instructional packages and modules;

(d) Preparation of teachers manuals and instructional materials;

(e) Use of community resources, monks and Buddhist churches, associations, and government agencies; and

(f) Upgrading of the budget for more teachers and facilities.

Chapter Two

COMPARATIVE ANALYSIS OF INNOVATIVE METHODS IN TEACHING MULTIPLE CLASSES AND DISADVANTAGED GROUPS

Section 1

Aspects of Multi-Grade/Multiple Class Teaching and Disadvantaged Groups in Participating Countries

For purposes of this comparative analysis, the following aspects were considered: rationale for organization of multi-grade/multiple classes, forms and types of multiple classes and disadvantaged groups, dimensions of multiple classes and disadvantaged groups, innovative projects/programmes, policies and linkages in the implementation of such programmes and projects, and the relationship between multiple classes and the disadvantaged groups as perceived by participants.

1. Rationale for organization of multi-grade/multiple classes

In all the countries represented in the study group, multi-grade/multiple classes are in existence. Such classes are organized whenever or wherever a limited number of children did not justify the organization of single-grade classes in a given school; when teachers were inadequate to handle single-grade classes; when rooms and spaces were not available; and, in general, when funds were either inadequate or were not available for the purpose.

In other words, these multi-grade/multiple classes were organized in response to a problem, or in answer to a felt need brought about by factors such as physical features or general topography of the countries concerned, economic disparity in the population, the general aspiration of governments to universalize educational opportunities, population and environmental changes, and other which are inherent in developing countries.

It is interesting to note that there is a tendency for multiple class schools to increase or decrease in primary education. Six countries reported that compared to the standard primary schools, multiple class schools are increasing while in two countries (Korea and Thailand) multiple classes are decreasing in number.

2. Multi-grade/multiple classes

Evidently, all countries represented in the study group have multiple/multiple-grade classes. However, they exist in different forms and styles,

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and are also taught and operated in different ways. These classes exist in both small or large schools. Difference in the organization of these classes were noted in the combination of classes made, and in the manner of groupings resorted to in order to facilitate the teaching-learning processes; The general operation of such a situation considered unique.

(a) *Forms of classes*

Classes in the different countries were organized either as combination classes, with only two grades under one teacher or as multi-grade or multiple classes with three or more grades under one teacher. The first category is common to all countries. While the second category is also present in all the countries the number of grades in a class varies. For instance, the combination of four grades under one teacher, as well as two or three grades with two teachers, is common to all the countries.

Other combinations like four grades under one teacher was not found in Korea and Thailand; and four or five grades under three teachers was not evident in Korea.

More specifically, the following forms of classes exist in the following countries:

(1) India

One teacher for two classes, one teacher for three classes, one teacher for four classes, two teachers for three classes, and three teachers for four or five classes.

(2) *Indonesia*

One or more teachers per class, one teacher for three grades, one teacher for four grades, two teachers for two or three grades, and three teachers for four or five grades.

(3) *Korea*

One teacher for two grades, one teacher for three grades and two teachers for two or three grades.

(4) *Maldives*

One or more teachers per class, one teacher for three grades, and two teachers for two or three grades, and three teachers for four or five grades.

(5) *Nepal*

One or more teachers per class, one teacher for two grades, one teacher for three grades, one teacher for four

grades, two teachers for two or three grades, and three teachers for four or five grades.

(6) *Philippines*

One or two teachers per class, one teacher for two grades, one teacher for three grades, one teacher for four grades, two teachers for two or three grades, and three teachers for four or fice grades.

(7) *Sri Lanka*

One or more teachers per class, one teacher for two grades, one teacher for three grades, one teacher for four grades, three teachers for four or five grades.

(8) *Thailand*

One or more teacher per class, one teacher for two grades, one teacher for three grades, two teachers for four or six grades, and three or four teachers for four or five grades.

On the whole, variations in the organization and combination of grades in multiple and multi-grade classes were evident in the participating countries. These combinations were attributed to factors like existing policies, available resources, and other conditions such as peace and order, religion and still others unique to the participating countries concerned.

(b) *Forms of grouping*

Children in multi-grade/multiple classes are grouped in different ways. In the actual implementation of these classes different forms of grouping are resorted to either by the school or by the teachers concerned. Such variations include groupings by subject matter or by activities and other categorization like age, interests, and children's needs. All the participating countries utilize all these forms of grouping in handling multiple classes.

Likewise, in actual classroom operations, all countries group these multiple classes according to class, grade, or in some instances, they are left as whole groups.

These forms of grouping seem to indicate that all countries resort to such arrangements in order to facilitate the teaching-learning process in spite of inherent differences in the composition of these multiple classes. Also, there are clear indications that it is possible to put together in one class, children of different ages, grade levels, and handle them as single classes in certain exigencies.

In effect, grade differences in multi-grade/multiple classes in the countries concerned are not really barriers in the organization of classes, nor are they deterrents in the school's effort to improve the teaching-learning process.

3. Disadvantaged groups

Varied reference to these groups was noted in the participating countries. Such variations were attributed to factors like the historical background, the economic status, the cultural patterns, and the general physical features of the participating countries concerned, and emergency situations that have occurred. In one country, the Philippines, however, such other indicators as achievement level, literacy rate, survival rate, access/participation rate, completion of grades and others, were included as factors affecting the classification of groups in this category. In view of these factors, the countries have marked differences in the categories classified as disadvantaged groups.

(a) *Literacy rate among disadvantaged groups*

Participating countries reported a national literacy rate ranging from 27 per cent (Nepal) to 98 per cent (Korea) or an average of 66 per cent. For the disadvantaged groups consisting of the slum dwellers, hill-tribes, people in remote rural areas, girls and women, the handicapped, nomadic tribes, war-affected groups, cultural minorities, people in the border areas, refugees, scheduled tribes and scheduled castes, lower literacy rates were noted, as evidenced by a literacy rate of 9 per cent among the scheduled castes (India), 4 per cent among girls and women (Nepal), and 2 per cent among the hill-tribes (Indonesia, the Philippines, and Thailand), and 0.5 per cent among nomadic tribes (Nepal and the Philippines). Other types of being disadvantaged groups like the slum dwellers, war-affected people, the refugee groups (Thailand and the Philippines), have high literacy rates, but this affects only a few which may be attributed to the temporary nature of their being disadvantaged. Those types which are of a more permanent nature reflected lower rates of literacy than those belonging to the temporary disadvantaged groups.

(b) *Categories of disadvantaged groups*

Data on these categories indicate that all the participating countries have disadvantaged groups. Their types and number vary from country to country and in spite of these differences, similarities are noted that all the participating countries classified groups

in slum and remote rural dwellers as disadvantaged. The scheduled tribes are found in India,whereas, the hill-tribes are also common in all countries except Korea and Maldives which do not have them in their classification. Other groups like the island populations are not found in two countries namely Nepal and Thailand, while nomadic tribes are found only in India, the Philippines, Nepal and Thailand. This may be atrributed to the physical features, social structure and general topography of the countries concerned.

Other categories which are strongly related to the customs and traditions of the people, such as the scheduled castes, and scheduled tribes, and girls and women, are found only in India and Nepal. Those with historical antecedents include the cultural minorities which exist especially in countries like India, Indonesia, Nepal and the Philippines, while those caused by present exigencies and emergencies, like war-affected groups and refugees are evident in countries like, Indonesia, Thailand, and the Philippines.

From these data, it appears that disadvantaged groups are inevitable in developing countries and in view of this, they are recognized and identified by participating countries in the study group. Larger numbers of disadvantaged groups appear in India, Indonesia, Nepal, and Thailand with the least in Korea.

In the following countries, specific data on the following categories of disadvantaged groups are evident:

(1) *India*

Scheduled, hill-tribes, scheduled castes, people in remote rural areas girls and women, the handicapped, nomadic and denotified tribes, slum and island dwellers.

(2) *Indonesia*

Slum area dwellers, hill-tribes, island populations, people in remote rural areas, the handicapped, seasonal migrants, nomadic tribes and cultural minorities.

(3) *Korea*

Slum area dwellers and people in remote rural areas.

(4) *Maldives*

Island populations, people in remote rural areas and the handicapped.

(5) *Nepal*

Slum area dwellers, hill-tribes, scheduled castes, people in remote rural areas, girls and women, the handicapped, and cultural minorities.

(6) *Philippines*

Slum area dwellers, hill-tribes, island populations, people in remote rural areas, the handicapped, nomadic tribes, cultural minorities, and refugees.

(7) *Sri Lanka*

Slum area dwellers, hill-tribes, island populations, people in remote rural areas, and the handicapped.

(8) *Thailand*

Slum area dwellers, hill-tribes, remote rural areas, the handicapped, nomadic tribes, war-affected groups, border area people, and refugees.

4. Dimensions of multiple classes and disadvantaged groups

The participating countries presented the case of their multiple classes and disadvantaged groups along dimensions such as curriculum, pre-service and in-service education, community involvement, administration and supervision, resource utilization including physical facilities and funding, and researches conducted relevant to these groups. An analysis of these dimensions show some similarities and differences as indicated below:

(a) *Curriculum*

Reports from the participating countries reveal that the curriculum used in the multiple classes and disadvantaged groups are basically the same as those used in regular classes. Subjects taught include the three R's, namely; reading, writing and arithmetic. In some countries, like Maldives, Indonesia and Thailand, religion is included in the curriculum. Countries like India, Indonesia, and the Philippines, include work skills in the curriculum, while Sri Lanka and Korea, practically use the same curriculum as those used in the regular classes.

(b) *Pre-service and in-service education*

All the participating countries reported that pre-service education of teachers for multiple class teaching and those of the disadvantaged groups are the same as those given to teachers in the

normal or average class. Special pre-service course are given to the teachers of the handicapped, but for teachers working with all the other types of disadvantaged groups, the same pre-service education given to teachers of normal or average classes are provided. But participants feel that a different type of training should be provided for teachers of multiple classes and disadvantaged groups.

In the case of in-service education programmes, one country, the Philippines, reported that formal courses were offered in vacation period for the purpose of training multi-grade class teachers while India reported a training programme for teachers from tribal areas as a programme for the disadvantaged groups. All the other participating countries reported that no in-service training programmes of this sort, were ever offered for multi-grade class teachers. Yet for the handicapped, in-service training is a continuing effort. For the other disadvantaged groups, participants from all countries revealed that no in-servide training programmes are provided for these types of teachers. Apparently, these teachers join in-service training programmes designed for teachers of non-multiple classes and non-disadvantaged groups but not those specially designed for them.

Conclusively, it appears that this is a critical area which needs attention and consideration for the improvement of multiple-class teaching and the education of disadvantaged groups.

(c) *Community involvement*

This area was explored for comparison and analysis among the participating countries. In most countries, community involvement was recognized as a vital tool in the improvement of multiple classes and in the education of the disadvantaged groups. Communities contribute somehow to the education of multiple classes and disadvantaged groups.

Community involvement varies from the extension of financial assistance to rendering assistance in terms of work or completion of projects and such other activities as doing things for the school either as resource persons or doing part of the school projects. All countries recognized the potential that community involvement has for the realization of the goals of the small schools, in particular, and education of both the multiple classes and the disadvantaged groups, in general.

(d) *Supervision of multiple classes and disadvantaged groups*

The participants were of the opinion that in many countries, multiple classes as well as the education of disadvantaged groups

are neglected areas. They felt that the teacher-supervisor ratio was far from satisfactory since this ratio reached as high as 1:300. Furthermore, a problem exists in the fact that most of the supervisors are rarely prepared for the supervision of multiple classes or the disadvantaged group classes because in many countries, the promotion system does not really specify supervisory training prior to their appointment. Hence, they learn how to supervise these classes while on the job. Furthermore, all the participating countries felt that funds for the purpose of conducting supervisory visits to distant schools are rarely provided for, and if so, are inadequate, as in the case of the Philippines, Korea, Thailand, Sri Lanka, Nepal and Maldives. This does not enable the countries to provide the kind of supervision required by their multiple classes or classes of disadvantaged groups.

Since many of these schools are not easily reached because of transportation difficulties, they are rarely or never visited at all.

(e) *Management of innovation*

Innovations exist in all the participating countries in order to provide answers to problems that are usually encountered in multiple class teaching and in educating disadvantaged groups. However, such management is usually hampered by the inadequate preparation of supervisors. The most pressing constraint, is the centralized structure of the system itself which prevents creativity in supervision of multiple classes and the disadvantaged groups, as is the case of the Philippines, Thailand, Nepal, Korea, India and Sri Lanka. When innovations are introduced either from the top or the bottom, lack of funds prevent them from managing innovations as they should. In the case of Indonesia and Maldives, the decentralized setting allows them to manage their own innovations according to their needs and resources. Because of limited funds, management of innovation is under constraint.

(f) *Resource and facilities utilization*

As stated by all the participating countries, resources are inadequate for multiple classes and disadvantaged groups. Such lack of resources poses a real problem to their management. Hence, teachers have to tap either their own resources, or those of the parents of pupils, or from the community in general. Success in such attempts on the part of the teachers of multiple classes and disadvantaged groups depend largely on their social skills.

It is quite encouraging to note that all the participants expressed the view that in spite of this apparent lack of resources and facilities for multiple classes and disadvantaged groups, teachers and administrators are willing to sacrifice and provide the required resources.

(g) *Advantages and disadvantages of multiple class schools*

Most of the countries reported that they are quire satisfied with their existing multiple class schools in view of their emphasis on universalization of education. In addition, these schools are considered as centres of social and cultural life as they radiate influence on all other small communities and thus hold a legitimate place in the national educational system.

On the other hand, for some countries the multiple class school is an imperfect means of remedying the lack of schools having insufficient teachers, and of reaching children in the remote and island areas who would otherwise be left to remain illiterate. In view of this, there is a tendency in some countries to eliminate multiple class schools because they feel that the disadvantages outweigh the advantages.

(h) *Research related to the various aspects of teaching multiple classes and disadvantaged groups*

All the participating countries feel that research is one of the neglected aspects in the teaching of multiple classes and disadvantaged groups. It seems that while initial attempts at conducting research in these classes are being made in the Philippines, Indonesia, Korea and India, such attempts are quite negligible and may not be considered sufficient to serve as vital inputs in the improvement of the situation in these multiple classes and disadvantaged groups. In India, large number of research studies have been conducted on the disadvantaged groups.

Fresh insights and interests are being stimulated in the conduct of these researches and it is very likely that all other countries may start with such attempts in the coming years.

(i) *Linkages*

Almost all the projects in the countries have linkages or are integrated within the formal education system. In Korea, Nepal and Thailand, strong linkages are noted with the teacher education institutions, while in the Philippines and Indonesia linkages between government and non-government agencies are strong. Nepal has very

strong linkages between in-school and out-of-school activities, as evidenced by the projects mentioned for the disadvantaged groups.

In other countries, where mention was made of less formal linkages, like, India, Indonesia and Maldives, there was agreement that such linkages are presently being explored and possibilities for their implementation are now being planned.

On the whole, all countries felt that linkages with national policies and programmes in social, technological, health, development, as well as projects of different agencies for rural development and general development of the minorities, is a very important responsibility of the schools. But most important of all, linkages between school and society or community should continuously exist and should result in productive work and outputs.

On the basis of the country reports, it appears the countries agreed that linkages in all forms with all community agencies must be planned, implemented, and used to the maximum.

(j) *Relationship between multiple classes and disadvantaged groups as perceived by the participants*

Many participants of the different countries recognize the relationship between multi-grade/multiple classes and the disadvantaged groups. They felt that multi-grade classes are considered disadvantaged because of the very nature of their organizational setting. Hence, the relationship between multiple classes and disadvantaged groups is quite evident.

In countries like Indonesia, India, Nepal, Sri Lanka and Maldives, multiple classes exist mostly in small schools, but in countries like Philippines, Korea and Thailand, these multiple classes exist in urban areas as well, especially in places where there is marked population growth brought about by industrialization.

The relationship noted between multi-grade classes and disadvantaged groups was considered in the Philippines as appropriate measure for the solution of problems associated with disadvantaged groups. Hence these multi-grade classes may be viewed as the new dimension or the key to their solution.

5. Innovative methods related to multiple class teaching and the education of the disadvantaged groups mentioned in the country reports

There comprise 27 innovative methods mentioned in teaching of

multiple classes and in educating disadvantaged groups mentioned by eight countries in the country reports. An analysis of these methods reveal that such projects can easily be classified into the following categories:

a. Pedagogical/instructional approaches
b. Organizational structure
c. Integrated development projects
d. Curriculum reforms and modifications
e. Preparation of instructional materials
f. Teacher training

(a) *Pedagogical/instructional approaches*

In multiple classes, pedagogical approaches varied from country to country. Peer tutoring was common to all countries, while utilization of community helpers and elders were common in countries like India, Indonesia, Maldives, Nepal, Philippines, Sri Lanka and Thailand. In Korea and Thailand student teachers were often used as part of the pedagogical approach. Other methods in this category included team teaching in the classrooms.

For the disadvantaged groups, particularly the handicapped, countries like Nepal, Philippines, Korea, India, Sri Lanka and Thailand utilized individualized instruction, and for the tribal groups, focus in instruction was congruent with the customs and traditions of the place in all the countries.

(b) *Organizational structure*

Multiple class structures in all countries were mostly done according to class, age and interest levels, and subject areas. Structures in India, Indonesia, Nepal and Sri Lanka included organizational establishment of small schools. This does not necessarily mean that only one teacher is involved in each of the small schools. In fact two, three or four teachers are being utilized in small schools in these countries.

But in the Philippines small schools have only one teacher and hence are also referred to as one-teacher schools. In Korea and Thailand, multi-grade/multiple classes are not necessarily limited to small schools, but are structured according to grade and age levels and to general subject areas as well.

Other methods used as part of organizational structures include the shift method, such as those in India, Indonesia and the Philip-

pines, while others in ungraded and non-graded schools which use self-learning materials, are being tried out in India, Indonesia, the Philippines and Thailand on a limited scale.

For the disadvantaged groups, special curricula are prepared for all the countries for the handicapped category. But modifications are made in the curriculum for disadvantaged groups in the remote and rural areas and among tribal groups in India, Indonesia, Maldives, Nepal, the Philippines, Sri Lanka and Thailand. A special programme is planned for the education of women and girls in Nepal.

(c) *Integrated development projects*

A majority of the countries like India, Indonesia, Korea, Nepal, Sri Lanka and the Philippines have integrated development programmes. All the participating countries feel that such integrated efforts are needed for the success of multiple class teaching and the education of disadvantaged groups. They felt that if resources in the community are used as springboards in classroom instruction and the entire community is used as a big classroom or social laboratory, then learning will be more meaningful and teaching will become effective in developing productive students and better citizens for the community.

In the disadvantaged groups, the programmes are integrated into the formal educational system in countries like Nepal, Korea, the Philippines and Thailand. Such integration is felt necessary for better quality outputs.

(d) *Curriculum reforms and modifications*

For multiple classes, all countries reported that the curriculum followed was the same as that used in normal classes. However, in the actual implementation, content is derived from existing resources in the community or villages concerned. Methods of teaching multiple classes followed traditional patterns of teaching, such as those done in India, Indonesia, Maldives, Nepal and Sri Lanka. In the Philippines and Thailand units of work are prepared according to problems in the community and these problems are tackled through curriculum reform and modification.

Among the disadvantaged groups, some of the participating countries agreed that a special curriculum is being used. Such reforms and modifications are done according to (i) problems, (ii) needs, and (iii) resources.

In some other countries like India, Indonesia, the Philippines and Thailand, the use of self-learning materials/modules are being

tried out on an experimental basis. In India, a restructured curriculum has been prepared for a particular group. Similar work is planned for other tribal groups.

(e) *Preparation of instructional materials*

Innovative methods of teaching multiple classes, particularly those in India, Indonesia, Korea, Nepal, the Philippines and Thailand are geared to the preparation of instructional materials purely on an experimental basis. In most cases, these are eigher linked with teacher-education institutions or with other agencies for only a limited number of clients.

For the disadvantaged groups, evidence of preparation of instructional materials as a component in the innovative programmes was revealed by most country participants.

(f) *Teacher development*

In all the participating countries, methods of training teachers are common in the in-service phase. Different countries try out different methods of developing teachers of multiple classes. For the pre-service phase, innovative methods for training teachers was offered in the Philippines. India has a programme of training teachers from tribal areas. Outside of these innovative methods of teaching multiple classes, all other countries use the same teacher-development methods.

For the disadvantaged groups, innovative methods used, reveal that all the participating countries have teacher-development programmes.

6. Policies/plans

All countries represented in the study group presented policy statements by their respective governments, which, while not directly related to multiple classes, are clearly addressed to the different categories of disadvantaged groups.

In effect, the countries seemed to stress the efforts to provide universal primary education, democratize or universalize access to educational opportunities and to explore alternative methods of delivering primary education to all children through a united efforts in order to improve their quality of life and provide education to all.

Policy statements or plans of countries relating to multiple classes and disaddvantaged groups are stated as follows:

Disadvantaged groups and multiple class teaching

India

Universal and free education for all children between the ages of six and fourteen should be achieved as speedily as possible.

Indonesia

"Article 31: The Government has to provide facilities for all citizens to acquire education." the preamble states ". . . . . to educate the nation." (1945 Constitution).

Korea

To provide better and equal educational opportunities, class facilities and additional services including food services by law for the promoting of education in island and related areas enacted in 1967.

By 1984 all primary school age children should be enrolled in primary school. (Resolution of National Assembly, No. 4, 1978).

Maldives

Universal primary education for all children of school age.

Nepal

Free education shall be provided to all the children up to primary level grades I to V.

Philippines

All innovations for development are envisioned to "get down and reach the poorest segments of our population - the urban and rural poor, by improving access to basic social services, by equalizing opportunities and by the equitable sharing of the fruits of development, in order that no Filipino will be left without sustenance".[1]

Sri Lanka

Compulsory education for the age group 6-14 for both boys and girls and free education up to University level for all citizens of this country as formulated by the 1945 statement of policy. Medium of instruction to be the mother tongue as enunciated by an act of Parliament in 1953.

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1 *Ibid.*, Pp. XVI–XVIII.

Thailand

"Alternative methods will be arranged for benefit of all citizens up to their highest capability".[2]

2 Thailand, Office of the Prime Minister, National Economic and Social Development Board, "Educational Development" in *The Fourth National Economic and Social Development Plan (1977-1981)*, Bangkok [B.E. 2520/1977], Pp. 241-251.

Section 2

Synthesis of Innovative Projects in Multiple Class Teaching and the Education of Disadvantaged Groups

Innovative projects identified from country reports were analyzed and classified into the following broad categories:

1. Development of small schools;
2. Comprehensive approaches to problems of multiple class teaching and the education of disadvantaged groups in remote and tribal areas;
3. Strategies in solving education for disadvantaged groups
4. Education for women: access to education
5. Programmes for physically handicapped children; and
6. Preparation and training of teachers and other educational personnel.

Projects which were analyzed and synthesized are herein presented in terms of objectives, design, development, implementation and evaluation for solving problems encountered in multiple class teaching and the education of disadvantaged groups.

1. Development of Small Schools

INDONESIA: *Small School Experimentation Project in Central Kalimantan*

(a) *Objectives*

Based on a decree of the Minister of Education of the Republic of Indonesia No. 0338/p/1978, dated November 29, 1978, the Project formulated the following objectives:

(1) To invent a prototype of small schools including its administration and management; and

(2) To give aid to the development of existing small schools in Central Kalimantan.

(b) *Design*

Pilot schools are located in 15 villages scattered along the banks of Kahayan and Rungan rivers, namely; Marang, Petuk Katimpun, Petuk Bukit, Petuk Barunai, Tumbang Rungan, Panda Barania, Tanjung Sangalang, Tuwung, Kameloh Baru, Henda, Garong, Sungei Baru, Badirih, Talio and Paralhandai.

(c) *Development*

The development of small school experimentation in Central Kalimantan includes seven stages:

(1) *Problems identifidation and concept development*

At this stage, problems found in existing schools were identified and developed in order to formulate basic concepts of the small school (1977).

(2) *Approval stage*

In 1978, community leaders and government officials were consulted and approached for experimentation.

(3) *Feasibility study stage*

In September, 1978 to June, 1980, studies were conducted to establish the feasibility of the plan.

(4) *Developing operational concept on interaction system of all elements*

Starting 21 July 1980 and continuing to 1982, an operational concept in the administration of the small school experiment is expected to be generated. During this sstage, a prototype small school has to be designed and worked out.

(5) *Model developing stage*

The prototype to be prepared in 1980-1982 will be fixed and a steady model will be prepared.

(6) *Evaluation stage*

In 1983, a set of studies to evaluate strong points and weaknesses of the small school will be launched and from these studies, decisions will be made on whether or not the small school will be implemented on a national scale.

(7) *Small school integration into routine mechanism*

This is the last stage of the experiment and by 1984, the first year of the Fourth Five-year Plan will be ready for use.

(d) *Implementation*

The actual implementation of the project will start in 1984. Within a seven-year period which starts with the planning

stage in 1977 to the evaluation of the experiment in 1983, the small schools in Indonesia may have its implementation realized in 1984.

(e) *Evaluation*

Since this is under experimentation, evaluation will take two forms: evaluation of the experiment and evaluation of im-implementation. For the latter, progress reports will be prepared and a set of criteria will be used for periodic and summative evaluation.

NEPAL: *Educational Programme of Disadvantaged Groups in Remote Areas*

(a) *Objectives*

(1) To provide education for the population in remote areas.

(2) To provide alternative primary education to out-of-school children and youth.

(3) To provide vocational skills based on the resources of the community.

(b) *Design*

The prorgramme is addressed to out-of-school youths. It includes gathering of out-of-school youths from 7,00 to 9:00 hours in the morning and again in the afternoon, by lower secondary school teachers depending on convenience, in order not to interface with their work. Teachers volunteer to teach for the disadvantaged groups.

(c) *Development*

A concept was started by the Center for Educational Research for Innovation and Development (CERID) and technical assistance was provided by CERID. With the joint endeavor of lower secondary school teachers and the district education office, the programme was developed and prepared for implementation.

(d) *Implementation*

The programme is implemented in only one district of Nepal. Plans are underway so that it can be implemented in other districts too. Such a programme is being implemented in consonance with the plan of the Ministry of Education to

open schools in remote areas and to bear 100 per cent of the teachers' salaries as well as provide educational facilities, supplies and materials, like roofing for school buildings and others.

(e) *Evaluation*

Evaluation has been done periodically. Results are to be consolidated and expansion of the programme dpends on the result of the evaluation.

SRI LANKA: *Small Schools Development Project*

(a) *Background*

The programme was launched in 1977 although the basic studies on the number, nature, and problems connected with small schools had been made since 1975.

(b) *Objectives*

The main objectives were to:

(1) Provide individual remedial attention to the problems of small schools;

(2) Develop the communities in which the small schools are located;

(3) Provide the teacher with skills in (a) teaching and learning; (b) using low-cost local resources, physical and human; and (c) developing the community and schools.

(c) *Design*

Preparatory studies were made on 2,500 schools (27 per cent of the total number of Sri Lanka). Teacher training was considered a vital component in this design. Hence, action-oriented field-based pilot projects were commenced at one of the Teachers' Colleges in Sri Lanka, namely, the Hingurakgoda Teachers' College. The format produced by this College has been used as the basis to launch the programme for the whole country. It includes a survey of the community resources, identifying problems and developing strategies for teaching and community development, and integration with other departments or agencies.

(d) *Development*

The Ministry of Education of Sri Lanka has set up a special unit at the Center, referred to as the Small School Pro-

ject. This comes under a Senior Director of Education. On the regional level, there are 29 officers (small schools development officers) all attached to the Regional Administrative Offices. All these offices have had some form of in-service training in this aspect. They in turn organize short term in-service courses at the regional level for the teachers in the small schools. The Curriculum Development Centre and Teachers' College, Hingurakgoda act as resources centres in all these seminars and workshops.

At the moment, over 50 per cent of teachers in the small schools have undergone this training.

In the implementation of the programme the regional education officers are further assisted by officials in the other departments, such as health and agriculture by voluntary agencies like the Lions Club, Sarvodaya Shramadana Movement, etc., and by the communities of the area.

(f) *Evaluation*

Emprical evaluation or analysis has not yet been done, since the project may need at least another year of the programme implementation. However, judging by the responses and reaction of the community and the teachers and children of small schools, it could be stated that the programme has injected new life into the forgotten communities and small schools.

2. Comprehensive Approaches for Multiple Classes and Education of Disadvantaged Groups

KOREA: *Integrated Demonstration Programme for Improving Education of Disadvantaged Areas and Multiple Grade Classes, Developed by Education Development Project, Yonsei University, Korea*

(a) *Background*

The programme began in 1972 in order to contribute to the equalization of education within given situations. Emphases were on (1) close linkage between primary schools and community development; (2) self-help pioneering approaches; and (3) teaching of language, step-by-step approaches.

(b) *Objectives*

(1) To develop demonstration schools for improving education of disadvantaged groups;

(2) To develop co-operatively teaching and learning materials;

(3) To re-orient teachers and retrain them along the education of disadvantaged groups; and

(4) To organize a system of co-operation between and among demonstration schools in both ordinary and disadvantaged areas.

(c) *Design*

The programme covers five components, namely:

(1) The teaching-learning process which includes humanizing education in order to raise achievement;

(2) Co-operative designing, production and use of teaching-learning materials in order to raise the economic value of expenses by the repeated use of learning materials;

(3) Improvement and continuous revision of materials;

(4) Teacher in-service including the training which is to be undertaken within the ordinary time of duties so that classes are not disrupted and linkage between training and actual teaching is attained.

(5) Integrated mode of education in the context of life-long education which uses school as the base for both formal and non-formal education and for developing a model of a life-long education system at a geographical area with about 10,000 population.

(6) Co-operation system which is intended to organize the participating individuals, schools and communities into an optimum scale. A self-help and self-sustained training to continue demonstration, evaluation, and renewal, and to form a field research data supplying base for improving theories, implementation systems and training.

(d) *Implementation*

The prototype of the whole implementation system was completed in 1976. It has now been found that the programme can be carried out as a basis for the improvement of the education of disadvantaged groups. Theories, principles and practices

are built into the graduate courses at Yonsei University reflecting results.

(e) *Resources*

The programme has been developed by participating individuals, schools, and agencies. The Education Development Project of the University provides professional support service through the training of educational leaders.

(f) *Evaluation*

The programme was evaluated in 1976 at both national and international levels. Results indicated that the programme had improved significantly i.e., (1) the relationship between the teachers and the learners; and among the learners; (2) the process of education in terms of humanization and (3) school achievements.

MALDIVES: *Development of Education: Community Education Centres*

(a) *Objectives*

Develop a system of primary education by following a comprehensive approach in the training of teachers, the development of curriculum and book production, and the establishment of community education centres, one in each of the nineteen atolls.

(b) *Design*

The project will set up community education centres with facilities for elementary education, community non-formal education and the development and dissemination of educational innovations. The centres will organize regional courses for the in-service training of teachers and periodic seminars and meeetings for island community development.

(c) *Development*

The project began in 1978 and by February 1981 six community education centres will be set up and the curriculum materials and teacher training will be continued to keep pace with the establishment of the centres.

(d) *Implementation*

This project is executed by the Educational Development Centre at Male, Republic of Maldives. There is appreciably a

high level of community participation and involvement in the setting up of all these centres.

(e) *Evaluation*

No comprehensive evaluation of the programme has been made so far. It is hoped that such an evaluation will be made shortly and that the findings will be incorporated in the development of more community education centres.

PHILIPPINES: *Programme for Decentralized Educational Development (PRODED)*

(a) *Background*

The sectoral performance of basic education has suffered setbacks in terms of (1) growth objectives in both quantitative (survival, participation) and qualitative (achievement scores) targets, and (2) the present pattern of distribution of basic education services has led to regional disparities in both qualitative and quantitative measures.

(b) *Objectives*

With the context of a 10-year development programme:

(1) to improve the growth pattern of the sector in terms of participation rate (88 to 96 per cent), survival rate (69 to 75 per cent), and achievement level (44 to 75 per cent);

(2) to reduce inter-regional, inter-divisional and inter-district disparity in terms of objective (1).

(c) *Design*

The programme involves all public elementary schools in relation to resource distribution to be made available through the programme.

The basic design includes the following strategies:

(1) institution building activities to develop inherent capabilities in the elementary sector at the national, regional and divisional levels in research, planning, implementation and evaluation;

(2) a restructuring of the basic fiscal utilization patterns so that the total budget operation and maintenance is increased by 10 per cent and the present 30 per cent teacher utilization pattern of the elementary education curriculum is improved.

(d) *Development*

As early as 1977, a survey on the extent of regional disparity among regions was conducted on the basis of seven indicators, namely, (1) achievement level, (2) participation rate, (3) cohort survival rate, (4) adults completing Grade VI education, (5) transition rate from elementary to secondary education, (6) transition rate from secondary to college education, and (7) literacy rate.

Findings from the study revealed a total of 1,360 or 74 per cent of the total number of schools in the country which are considered disadvantaged, deprived and underserved.

On the basis of the findings, the regions were classified and a programme of reform which includes (1) civil works (school buildings and special buildings), (2) teacher training, (3) equipment and facilities, (4) instructional materials and (5) planning and management, were prepared. These were discussed and presented to the World Bank for funding.

(e) *Implementation*

The programme will consist of 18 major sub-projects (thirteen hardware and five software) to be implemented both at the national, regional, division and district levels. These will include curriculum re-orientation, teacher training, civil works, facilities and equipment, planning and management. Plans for achieving these targets have been developed and after negotiations for funds, they will be ready for implementation in 1981.

The school year 1981 will be the start of implementation of this programme. Specific targets from 1981-1986 will include the following:

Software

(1) Retraining of 125,000-130,000 teachers (40 per cent of teacher stock);

(2) Retraining of all principals, head teachers, district supervisors, and superintendents; and

(3) Organization and training of regional and division planning staff.

Hardware

(1) Construction of 52,000 school buildings;

(2) Provision of teaching equipment and supplies to 35 per cent of disadvantaged and deprived elementary schools;

(3) Provision of administrative and planning equipment to all district, division and regional offices; and

(4) Construction of 13 Regional Educational Resource Centres.

All these targets will be implemented by the Ministry of Education and Culture through the 13 regional offices all over the country under the leadership of the Bureau of Elementary Education.

(f) *Evaluation*

The Programme Director and Co-Director shall require project managers to render regular progress reports and hold regular meetings for purposes of monitoring and evaluation. The outputs of the project teams shall be submitted to them for review, and feedback shall be sent to the teams as soon as possible to provide bases for appropriate revisions and improvement.

The regular monitoring meetings with the project managers aim to assure that the different components of the programme are appropriately co-ordinated and linked and that a global comprehensive programme is being effectively developed.

PHILIPPINES: *Programme for Comprehensive Elementary Education Development (PROCEED)*

(a) *Background*

The Survey of Outcomes of Elementary Education (SOUTELE) – the country's maiden attempt at self-critical review of the performance of the elementary education system, painted a depressing picture of the situation of elementary education and called for measures to improve it. It recommended among others the development of a programme for overcoming the learning disadvantages of pupils by providing physical resources, teacher training, and objectives and educational processes responsive to the needs of rural and depressed urban areas. It also recommended the restructuring of the elementary education programme to make it more relevant to present needs, less subject-centered and less crowded, more flexible in scheduling, and more development-oriented.

These recommendations have provided the raison d'etre of the Programme for Comprehensive Elementary Education Development (PROCEED).

(b) *Objectives*

PROCEED seeks to develop projects addressed to improving the outcomes of elementary education and the capacity of the system to provide educational services in the present decade.

Specifically, to upgrade the Basic Education Sector, the objectives of this Programme are:

(1) To define through consultation among various sectors of society, the mission and values-thrust of basic education which is clear to all sectors concerned and matches the resources and capabilities of the system;

(2) To marshall and upgrade varied components to achieve the crystallized mission and values-thrust such as through improvement of curricular programmes, quality of instruction, faculty development, upgrading school plants and facilities, developing regional curricula, using cost-saving instructional technology, and promoting stronger linkages among schools, teacher-training centers, and private enterprises; and

(3) To provide for the development of values supportive of nationhood and development simultaneously with that of basic literacy, thinking, and work skills that will enhance learning capabilities and developing appropriate measures for assessing these learning outcomes.

(c) *Design*

The design includes the preparation of a comprehensive plan, focused on eight major components of elementary education, namely:

(1) Mission and value-thrusts of elementary education

(2) Curriculum development

(3) Teacher education development

(4) Instructional materials development

(5) School plant and facilities development

(6) Management and planning

(7) Finance and budgeting

(8) School based health care

(9) Pre-elementary education.

(d) *Development*

The programme started with the preparation of the terms of reference for the entire concept of development of elementary education.

It started with a focus on the mission and value-thrusts of elementary education. As a first step, this will seek a core of values that should be inculcated with as wide a sector of Filipino society as is desirable and feasible within reasonable time. This was done through the floating of a Delphi questionnaire and later, presenting the results at a consultative conference with both lay and technical people.

The strategy included the use of the mission and value-thrust identified as take-off points for the improvement of curricular programmes, school plants, facilities and instructional materials and the quality of instruction as a whole.

Within this framework and according to national policy, specific programmes can be mapped out according to the components mentioned earlier in the design.

(e) *Implementation*

The sub-programmes and projects will be broken down into operational terms by a number of project teams headed by Project Managers.

While the process of developing the programme seems to be long, exit points will provide for a number of projects to get off the ground immediately, such as the activities related to mission and value-thrusts of elementary education.

Each project team shall prepare its own:

(1) Terms of reference, about this programme document.

(2) Work plan specifying activities of the project, responsibilities, schedules, outputs per major activity, and performance indicators for monitoring and evaluation purposes.

The Programme Director shall be assisted by a co-director and a secretariat who will also service the typing and production needs of the project teams.

The project teams shall be headed by Project Managers, including staff drawn from the various units of the Ministry of Education and Culture, Educational Development Programme Implementation Task Force, the regional offices and selected state colleges or universities.

At both the programme and project levels, a team of external experts and resource persons shall be mobilized to provide necessary managerial and technical support and services.

Systems and procedures shall be worked out at the lowest level of operation. Monitoring reports shall be fed from project to programme level, and from the programme level to that of the Ministry of Education and Culture Management Team.

(f) *Evaluation*

A baseline study (Household and School Matching Survey) will be undertaken in 1981 to gather pertinent data inter alia with respect to determinants of participation, survival and student achievement.

A comprehensive national achievement testing will also be undertaken through the Bureau of Elementary Education and the Ministry of Education and Culture and Regional Offices.

These two activities will be repeated towards the end of the programme period (1986).

The programme Director and Co-director shall likewise submit progress reports to Chairman, Management Team and request conferences with the Management Team for purposes of further consultation.

PHILIPPINES: *Dcentralized Education Planning Programme for the Disadvantaged, Deprived and Underserved (DEPP-DDU)*

(a) *Background*

The Survey of Outcomes of Elementary Education (SOUTELE) pointed out that unless the educational needs of the disadvantaged, depressed and underserved areas of the country were resolved, the inequalities between the haves and the have-not would continue to deepen. The need for a pro-

gramme for systematically solving the problem of these areas was evident.

In response to this need, the Ministry of Education and Culture (MEC) has mounted a number of programmes and projects for increasing the out-reach of services and resources to children in disadvantaged, deprived and underserved (DDU) areas in the regions.

One such programme, which has been designed to make planning more responsive to local needs, is the Decentralized Educational Planning Programme (DEPP) which was initiated in 1975 by the Office of Planning Service (OPS) of the MEC.

(b) *Objectives*

(1) To make planning more responsive to local needs.

(2) To ascertain and qualify the incidence and degree of educational deprivation and regional disparity.

(3) To reduce disparities in the provision of elementary education with emphasis on improving access, retention and achievement.

(c) *Design*

The Programme operates in a context of decentralized socio-economic planning. It was designed to identify the DDU schools, specify the needs and requirements for assistance, and provide assistance directly to such schools. This assistance is in the form of instructional materials, supplies and equipment, science kits, library materials and teacher training.

(d) *Development*

The development stage started in 1977 as a research study and was conducted in the form of a survey with the results serving later as inputs for PRODED.

During this development stage, the programme was expanded to focus on the special problems of disadvantaged learners in priority areas in Regions II, V, VI, VII, VIII, IX and XII and thus became the DEPP-DDU.

(e) *Implementation*

The plans for the implementation of the programme at the local levels were formulated by school officials representative of the country's 13 regions, with the guidance of the Office

of Planning Services and two consultants from Unesco and UNICEF.

The development of awareness about the programme at the local level was a necessary first step in creating a climate of acceptance for it - an imperative for insuring the whole-hearted involvement and sustained effort of the local people. Towards this end, a series of seminar-workshops was held in 1977. This generated sufficient interest to get the programme off to a good start.

Phase I of the DEPP-DDU was addressed to the establishment of a local planning machinery and the orientation and training of the staff for decentralized educational planning.

(f) *Resources*

To ensure that the programme would flourish at the local level, involvement in it was broadened to encompass community leaders. Barangay (village) leaders, Parent-Teacher Association officers, the District Supervisor and Principal collaborated in drawing up a plan of assistance tailored to the specific needs of their school.

(g) *Evaluation*

The plans prepared on the local level will be appraised according to the criteria set consisting of disparity indicators. On the basis of this appraisal, a fi al evaluation will be made for the allocation of resources and the implementation of programmes in PRODED.

SRI LANKA: *Integrrated Development Projects in Rural Areas*

(a) *Objectives*

(1) To speed up development in disadvantaged areas in Sri Lanka.

(2) To establish linkage with other agencies in order to eliminate wastage and the duplication of efforts in effecting an overall development in the area.

(b) *Design*

The programme involves an integrated approach to the development of the rural areas. Here, assistance of other departments like irrigation, health, and agriculture are integrated

for their development through education. School linkage with other departments and agencies is deemed necessary to eliminate wastage due to duplication of efforts of projects aimed at the overall development in the rural areas or of the disadvantaged groups.

(c) *Development and implementation*

This programme was developed under the Ministry of Planning and Implementation. At the regional level the programme is executed through the Office of the District Minister, by the regional heads of departments.

Implementation decisions occur in the regional development office under a Project Director. Grass-roots level discussions are held in the villages in order that a variety of thoughts or ideas is facilitated.

(e) *Evaluation*

Since the programme commenced in 1979, it is still in its infancy. The inputs have not matured sufficiently to warrant a comprehensive evaluation. However, it is expected that even the evaluation process should take the form of integrated pattern.

INDIA: *Shift School Project*

(a) *Background*

This project was introuced in one of the states of India. Before the project was introduced, classes were being held for five days a week, five hours a day. When this programme was introduced, it was ensured that the efficiency of teaching was not impaired by teaching only three and a half hours a day.

(b) *Objectives*

(1) To increase the teacher-pupil ratio;

(2) To reduce the cost of education; and

(3) To optimize the use of school plant as well as equipment.

(c) *Scope and strategy*

The project was implemented in only one state in the country and in a limited number of schools. The strategy was to

use the same school plant and professional resources for larger numbers of students.

(d) *Implementation*

The experimental schools were selected on a number of consideration. The school hours were reduced to three and a half hours per day. The first shift ran from 9 to 12:30 in the morning and the second shift from 1:30 to 5 in the afternoon. The same teacher worked both shifts. Initially, classes I to IV were brought under this system - classes I and II were to be conducted in the first shift and classes III and IV in the second shift. Saturdays which were holidays in other schools were made working days in shift schools. Thus, instead of 25 hours instruction in a week in non-shift schools, the length of instruction in shift schools was 21 hours per week. Later on, some modifications were made in the working hours and the enrollments of teachers. After some time class IV was detached from the experiment and later class III was also detached.

(e) *Resources*

Finances were provided by the concerned state government.

(d) *Evaluation*

(1) There was no difference in achievement in the first two classes.

(2) An unfavourable trend was noticeable among the shift schools in classes III and IV.

INDIA: *Ungraded School Project*

(a) *Background*

The ungraded school project was conceived in the wake of the large incidence of wastage and stagnation, and the difficulty teachers were experiencing in teaching multiple classes.

(b) *Objectives*

(1) To avoid wastage and stagnation by abolishing examinations;

(2) To allow children to proceed at their own pace in recognition of the individual differences of pupils; and

(3) To provide ways, methods and techniques so that all children develop according to their own genius and capabilities.

(c) *Design*

Many states in India have experimented with this innovative method of teaching. The design provides students to proceed at their own pace, there is no detention of pupils, and examinations are abolished so that each child may proceed without passing an examination.

(d) *Implementation*

The project has been implemented only in the primary schools. A large number of schools in many states of India are experimenting with the project. Subjects taught in the primary school have been divided into units. The child proceeds from one unit to the other and takes his own time in completing the given course. The teacher has been given greater freedom to organize his classes and lessons. This system is more suitable for the single-teacher schools.

(e) *Resources*

All finances and professional resources are provided by the concerned state governments.

(f) *Evaluation*

The incidence of wastage and stagnation has been reduced and multiple-class teaching has provided to be more effective.

INDIA: *Prahar Pathsala (Three-Hour School) Project*

(a) *Background*

In tribal and rural areas where children are busy with economic activities, they cannot be spared for the whole day for education. Hence, this experiment was started in one of the states of India.

(b) *Objectives*

(1) To help children attend school while they are engaged in their economic activities.

(2) To reduce the duration of school hours.

(c) *Design*

The project covers sample schools in one of the states of India. The strategy is to impart the same quantum of education in a shorter period of time compared to traditional schools.

(d) *Implementation*

The project has already been implemented. The syllabus as used in the traditional school is condensed so as to be covered within a shorter time span.

(e) *Resources*

The resources and professional support are provided by the state government.

(f) *Evaluation*

This includes the evaluation of student achievement in the use of the syllabus.

3. Strategies in Solving Problems in the Education of Disadvantaged Groups

THAILAND: *The Walking Teacher Volunteer Project*

(a) *Objectives*

To increase the literacy rate among the remote area population group in order to affect socio-economic improvement.

(b) *Design*

The project includes:

(1) Selection of a volunteer teacher who is supposed to be an educated man in the village to work with the community people, on plans and programmes.

(2) The volunteer teacher goes to the remote villages where he delivers instruction on education, culture, nutrition, health and hygiene, and the like.

(c) *Development*

A project committee which is organized prepares the plan in co-ordination with an appointed project task force.

Selection of the volunteer teacher is followed by training, which precedes training in materials development.

(d) *Implementation*

A group of three working teacher volunteers selects one village as their area of work. They take responsibility for improving the village and work with the community people.

(e) *Evaluation*

Periodic evaluation is done after a series of work and seminars on evaluation. Using the objectives as a frame of reference, the results of the project is evaluated.

THAILAND: *Instructional Package "Chula Plan"*

(a) *Objectives*

(1) To prepare instructional packages for use in classroom situations in multiple classes.

(2) To help solve problems of big classes concerning the disadvantaged groups.

(b) *Design*

The project includes.

(1) Laboratory work in the preparation of the learning packages;

(2) Lectuer, demonstration on the concept and use of instructural materials;

(3) Training courses for educators and teachers on the use of the learning packages; and

(4) Tryout of the learning packages.

(c) *Development*

The learning package which is designed for use in the learning center was developed as follows:

(1) Grouping of topics or units;

(2) Determining the teaching units and clarifying the contents;

(3) Setting up of the concepts;

(4) Setting up of the objectives;

(5) Setting up of the learning activities;

(6) Setting up of the evaluation processes;

(7) Selecting and producing instructional materials;

(8) Evaluating the instructional materials; and

(9) Completing the package and trying them out in the classroom.

The instructional package "Chula Plan" has been used in many miltiple-class schools and schools in disadvantaged areas.

(d) *Implementation*

The learning packages which have been produced have been used in multiple-class schools where one teacher manager a large number of pupils, in multiple classes, and in disadvantaged groups.

(e) *Evaluation*

Both formal and informal feedback in the form of interview and checklists from the teachers, pupils and student teachers using the learning packages, are retrieved and used for the improvement of the learning packages.

Evaluation includes feedback on the: (1) content of the learning packages; (2) achievement of pupils using the packages; (3) level of satisfaction of teachers using the packages.

THAILAND: *Seniority Pupils' Participation Method*

(a) *Objectives*

(1) To train pupils in social practices, leadership and fellowships; and

(2) To assist multiple classes by using senior pupils to take care of junior pupils.

(b) *Design*

The programme includes allocation of responsibilities to grades IV to VI pupils in activities like morning inspection, cooking for lunch, cleaning and looking after the junior pupils in school work and taking care of the junior classes.

(c) *Development*

The project was presented by the principal of the Ban Pu Muang School to his colleages regarding the training of pupils. Later, actual training of the senior students followed.

(d) *Implementation*

The project is being implemented in the schools in the disadvantaged areas. The senior pupils go to the schools at scheduled times after which they extend help to the junior pupils.

(e) *Evaluation*

Both pupils and teachers are asked to evaluate the programme. Impressions are given, and these are collated and used in the improvement of the project.

THAILAND: *The Moving School of the Slum Area*

(a) *Objectives*

To help solve the problems of the slum communities by providing education and facilities to their children.

(b) *Design*

A pilot personnel makes a survey of the slum area. He interviews the residents on their attitude and expectations of education for their children. Survey data are analyzed and used as indicators for needed improvement.

(c) *Development*

Only two pilot schools were initially inolved in 1978. Presently, there are eight such schools, and five more are being organized.

(d) *Implementation*

Groups of teachers proceed to the slum areas and select a place as "the temporary school". The teachers then go from house to house recruiting pupils. Incentives for pupil attendance and learning the basics and social living are provided in the from of learning materials and clothes through donations by the Metropolitan Bangkok Authority and charitable institutions such as the Buddhist church.

(e) *Evaluation*

School-community appraisal groups evaluate the extent of improvement in the slum areas, and recommend other areas needing further assistance for improvement.

INDIA: *Restructuring the Curriculum for Scheduled Tribes*

(a) *Background*

At present, in almost all the states in the country a common curriculum is used for different groups of people. But in order to meet the needs and aspirations of the people and to reflect their cultural values in the curriculum, it is necessary to prepare differentiated curricula for different cultural groups.

(b) *Objectives*

(1) To make education relevant to the tribal culture;

(2) To meet the cultural needs and aspirations of the pupils; and

(3) To teach children through the medium of their mother tongue.

(c) *Scope and strategy*

The project was started on an experimental basis among the Saora tribe of Orissa in India. The project was taken up by the National Council of Educational Research and Training. Two working group meetings were held. In the first, the existing curriculum was analyzed and suitable modifications according to the cultural requirement of the tribe were suggested. In the second meeting the existing curriculum referred for the modifications at the first meeting, was restructured. One of the important features of the restructured curriculum is the bi-cultural and bi-lingual model suggested in it. It also indicates how the language transfers from the mother tongue to the regional language. All this was done during 1979-1980.

(d) *Implementation*

The curriculum is going to be implemented in a certain number of selected schools in a district predominantly inhabited by the Saora tribe. As required by the curriculum, textbooks in Saora language would be prepared. The textbooks vocabulary is being collected for writing and after the experiment has been in operation for some time an evaluation will be made after which both curriculum and textbooks will be introduced on a wider scale. Similar projects are planned for other tribal areas in the country.

(e) *Resources*

The National Council of Educational Research and Training is meeting all the costs of the project and professional support is also being provided by it. The government of Orissa is collaborating with the NCERT by providing local expertise and teachers for the experimentation. They would also provide facilities which the curriculum may make use of and provide textbooks in a selected number of schools.

(f) *Evaluation*

The entire project will be evaluated after a lapse of time and if found useful will be duplicated in schools in other tribal areas of Orissa and in other states of India.

INDIA: *Ashram School Project*

(a) *Background*

These schools have been opened in tribal areas. They differ from the traditional schools in the sense that they have a separate curriculum which emphasizes local tribal needs and culture.

(b) *Objectives*

(1) To provide education to tribal students which is relevant to their culture;

(2) To provide education to tribal students in their own environment and cultural settings;

(3) To provide board and lodging facilities and all educational equipment to lighten the economic burden of the patents; and

(4) To improve the general quality of education.

(c) *Design*

These schools mostly at the secondary level have been opened in the interior tribal areas of a large number of states, but lately Ashram schools at elementary level have also been opened. The strategy is to bring students from a number of villages to a central place and provide them with hostel accommodation to avoid having them commute long distances to attend schools.

(d) *Implementation*

Such schools have been operating successfully for a long time, and a special curriculum for these schools has been designed. The teachers, who are socially chosen for these schools live with the students, and help them with their home assignments. Facilities such as board and lodging and reading and writing materials, etc., are provided free of cost. The schools emphasizes self-sufficiency to the extent that children are encouraged to grow their own food. This innovative project has been hailed as one of the major steps in providing quality education. Pupils coming out of these schools seem to perform better than those coming out of the traditional schools.

(e) *Resources*

Although ashram schools are more expensive than traditional schools, the concerned state governments are providing all financial and professional assistance.

(f) *Evaluation*

Evaluation results indicate that:

(1) Quality of education has improved;

(2) The system has been popularised among the tribal population;

(3) Wastage and stagnation in these schools is much lower;

(4) A sense of self-sufficiency and self-respect has been inculcated among the students; and

(5) Students from these schools seem to perform better than those from traditional schools.

PHILIPPINES: *Project Stay and Balik Aral*

(a) *Background*

Reports on enrollment and drop-outs from the different regions of the Ministry of Education and Culture (MEC) showed that out of 100 pupils who enrolled in Grade I only 53 graduate from Grade VI.

To improve the situation, the Bureau of Elementary Education in the Ministry prepared a project known as project "Stay and Balik Aral".

(b) *Objectives*

The aim of the Stay and Balik Aral project is to:

(1) keep potential leavers in school until they finish Grade VI; and

(2) retrieve those who have left school for more than a month.

(c) *Design*

This is a pilot project in two regions of the country having the highest drop-out rate at the elementary level during the school year 1978-1979.

The design includes the following components:

(1) Research for identification of potential school leavers and reasons for dropping-out; location of drop-in centres;

(2) Preparation of self-learning kits (SLK);

(3) Training of teachers involved in the project; and

(4) Information Education Communication (IEC).

Prior to the launching of the pilot project, information was disseminated through the mass media in the regions concerned. Teachers in the community and other technical people who may be tapped for assistance will be involved in the pre-planning stage. Provision for the mechanism for the use of the drop-in center in the pilot regions will be explored and studied for actual implementation.

(d) *Development*

The project is being piloted in regions VII and XII of the Ministry of Education and Culture. The recent survey revealed that these regions have the highest drop-out rates.

The pilot regions have been entrusted with the task of identification of its drop-in centres. For the purpose of the project the drop-in centres will also be places in the schools, where materials for project 'Stay and Balik Aral' will be stored. Self-learning kits (SLK) prepared by the regional people will be validated and stored in these drop-in centres.

Meanwhile, information dissemination is in full swing and is now underway in the regions. Plans for training of teachers have been prepared before actual implementation takes place.

(e) *Implementation*

The project was started in September 1980 with the identification of Regions having (a) the lowest drop-out rate, (b) potential leavers, and (c) the drop-in centres locations.

By the schedule, preparation of the self-learning kits will be undertaken in October and November 1980 and validated accordingly. These will be tried out in non-pilot areas before they are used in the pilot schools.

Teachers will then be trained in the mechanics of the project and the project will be fully operative for two years 1980 - 1982 in the two pilot areas.

(f) *Evaluation*

Mastery learning measures will be employed for evaluation of achievement, but the main factors to be monitored will be the reduction of the drop-out rates and the improvement of the survival rate.

While the project is in process, monitors from the Bureau of Elementary Education, Ministry of Education and Culture, the Regions and the divisions will be visiting the drop-in centres to gauge the impact of the intervention scheme on the drop-out rate.

PHILIPPINES: *Project Paglingap or 'Caring for Others'*

(a) *Background*

There are many educationally underprivileged children of school age in depressed areas on account of the distance of the schools from their homes, the lack of means of transportation, and the inadequate facilities in existing schools. These are further aggravated by adverse geographical and weather conditions especially during the rainy season, and also by poor health due to mulnutrition, undernourishment, and lack of medical services.

(b) *Objectives*

The objectives of the project are:

(1) To increase the educational opportunities for children of school age and drop-outs living in the hinterlands, so they may acquire elementary education;

(2) To provide relevant education to pupils in home economics, agriculture and fisheries, industrial arts, social and recreational activities, health and nutrition, and community life;

(3) To develop self-reliance and responsibility among the young; and

(4) To appreciate the efforts of the government in promoting the people's welfare especially those in depressed areas.

(c) *Design*

The project is addressed to the educationally underprivileged children of school age from the disadvantaged, depressed and underprivileged areas. The school is provided with living quarters for the pupils under the supervision of teachers in the school. The latter also live within the school compound. Training in home, social, and healthful living is part of the pupil's education through supervised dormitory living.

The work-education programme of the school is designed to enable the pupils to produce nutritious food sources for their dormitory consumption by engaging in food production activities like vegetable gardening, poultry raising, piggery and fishery projects. Food may be provided by the parents or externally supplied whenever necessary.

Basic health services like medical, dental and hygiene are provided by para-professionals who are trained by professional health personnel.

The school is a self-contained mini-community where parents in their spare time may volunteer to help in providing living comfort and guidance to pupils.

(d) *Implementation*

The Ministry of Education and Culture proposes to try out the project in five pilot schools in Regions II, VIII, IX, X and XI.

The implementation phase includes the following:

(1) Survey and acceptance campaign;

(2) Finalization plans, getting approvals, and acquiring resources;

(3) Project installation; and

(4) Management and supervision of the project.

The construction of permanent buildings for school dormitories and living quarters for the teachers and para-professionals will be a continuing project until completed.

(e) *Resources*

Staff

The project staff will be drawn from among the school officials.

The teachers will come from among the staff already assigned in the selected schools. Additional teachers will be requested if needed.

Para-professionals will be trained by the school medical staff to provide simple basic services, but more complicated cases will be served by the division or school physician or dentist as the case requires.

Physical facilities

Existing school buildings will be utilized and additional ones will be provided as needed.

Dormitories for teachers' and staff members will be provided, while another space in the school compound will be used for food production.

(f) *Evaluation*

The project will be evaluated on the following aspects:

(1) Increased participation rate of school-age children in the area;

(2) Community participation;

(3) Student achievement in academic subjects;

(4) Student participation in dormitory living;

(5) Improvement of health as a result of nutrition and health programmes; and

(6) Key behavior indicators reflecting children's positive values.

In effect, evaluation will be a school-community concern.

PHILIPPINES: *Learning Centre on Wheels (Tsug, Tsug, Balaga)*

(a) *Background*

In a recent survey made on the population of Metro Manila, statistics obtained showed that of the 522,488 children ages 3-6 years, only 43,447 (8.32 per cent) are enrolled in pre-elementary schools while 479,041 (91.68 per cent) are not enrolled in any school at all. This is a clear indication that due to financial reasons, only a negligible number are afforded the benefits of a pre-elementary education. Since a sizable number is deprived of such opportunities there is a need to provide equal access to this level of education among less fortunate children who belong to this age group.

(b) *Objectives*

This project aims primarily to extend educational opportunities to children in their formative years (5-6) and in the process assist parents in their role of providing the right educational and cultural foundation for their children.

It is envisioned to narrow the gap between the "haves" and the "have-nots" among pre-schoolers.

It is designed to implement and recognize the child's right to education and to develop his potential to the utmost.

(c) *Design*

The design of the project includes:

(1) Research on the identification of socially deprived areas in the Metro Manila with its over-population of children ages 5-6; the potential clients (5-6 years); and the teachers who will man the centres.

(2) Preparation of a vehicle structured and equipped with software and hardware materials, food and personal health equipment and materials for pre-elementary children

(3) Delivery of the structured center-on-wheels to the clients three times a week and lessons conducted right on the site.

(4) Lectures to parents on government thrusts; like family planning, nutrition and the like.

(d) *Development*

The project started as a pilot project in two project sites. Expansion plans are now underway to have the center-on-wheels delivered to other regions of the country at the end of the pilot period.

(e) *Implementation*

A site with 50 children (25 per session) is served by the Learning Centre-on-Wheels six hours a week for social, physical, moral, and language development.

School divisions where the identified sites are located, serve as implementing and co-ordinating agencies responsible for the selection of sites, provision of teachers, supervision, guidance and monitoring of all activities of the project.

(e) *Evaluation*

Assessing progress made in the different aspects of development of the clientele was done through a pre-and-post-test based on Piaget's theory of development and evaluation. Results will be analyzed and interpreted to determine the effectiveness of the project for general application in the expansion areas.

4. Education for Women: Access to Eucation

NEPAL: *A Project on Women and Girls' Education*

(a) *Objectives*

(1) To provide Nepalese women and girls equal access to education; and

(2) To assist them in becoming vocationally efficient and productive citizens.

(b) *Design*

The Ministry of Education designed special measures for providing education for women and girls. As an initial phase, research, consisting of surveys on women's and girls' needs and attitudes toward education were undertaken. Then, special vocational courses were offered in the elemetary and secondary levels, either as required or as electives in consonance with the needs and interests of the girls as well as with the demands of society.

(c) *Development*

Simultaneous efforts were made in the development of curriculum and instructional materials as well as the training of female teachers.

(d) *Implementation*

Girls and women's education is encouraged particularly in remote areas. Incentives are offered by the government, in the form of free tuition and books in eighteen districts. Employment priority is given to women teachers in remote areas.

(e) *Evaluation*

Although there is a strong socio-cultural basis against the education of girls, their enrollment in all levels of education is increasing in remote areas.

5. Programme for Physically Handicapped Children

NEPAL: *Programme for Physically Handicapped Children*

(a) *Objectives*

(1) To provide education to the physically handicapped people through the provision of food, lodging and clothing.

(2) To teach them certain vocational skills so that they will be able to earn their livelihood.

(b) *Design*

The scheme includes the plan to provide education to blind children from grades I to X through subjects such as language, mathematics, science, social studies, and vocational skills at the secondary level. It also includes the preparation of curriculum materials and the training of teachers.

(c) *Development*

The project started in special schools and recent developments now treat them as integrated in regular schools. The schools for the blind are affiliated to general schools, while the institutions for the deaf and dumb pupils are separated.

(d) *Implementation*

The institutions for the blind, deaf and dumb get food, lodging and clothing from institutions and the Ministry of

Education bears the cost in the case of the physically handicapped children.

Trained teachers teach the handicapped pupils, implementation is assured of a high percentage passing examinations among them.

(e) *Evaluation*

Success is gauged by the number of handicapped pupils passing the S.L.C. (School Leaving Certificate) examination and the number of children who can be employed after their training in these schools.

NEPAL: *Institution for Orphan Children*

(a) *Objectives*

(1) To provide free medical services to disadvantged groups of orphan children;

(2) To give opportunity to improve the quality of life of the orphan children;

(3) To provide them with food, lodging and clothing; and

(4) To teach them certain vocational skills.

(b) *Design*

The programme includes the preparation of a curriculum which is suited to orphan children and designed to make them worthy and employable citizens in spite of their handicaps.

It also includes training of teachers and the provision of resources to the pupils in the institution.

(c) *Development*

It was planned by an institution mamed 'Pasopaheru' as twin measure to assist the handicapped children. A secondary school was also opened under its supervision which provides free education to certain orphan students only.

(d) *Implementation*

Children who are in the case of the Pasopaheru institution are provided board, lodging and clothing. Education is provided in subjects like languages, mathematics, social studies, science and the vocations.

(e) *Evaluation*

Evaluation is done by counting the number of pupils who complete higher education and obtain better jobs.

6. Preparation and Training of Teachers and other Educational Personnel

INDIA: *Training Programmes for Teachers in Tribal Areas*

(a) *Background*

Teachers working in tribal areas are by and large recruited from outside the tribal area and are unaware of the tribal life, culture, and educational problems of the people among whom they work. The training schools, in their syllabuses, do not provide for training in these aspects. This unawareness creates lack of understanding of the problems relevant to education and its people.

(b) *Objectives*

(1) To assist teachers working in tribal areas to became aware of the life and culture of the people;

(2) To acquaint them with the problems of languages and new trends in education; and

(3) To improve the general world view of the teachers.

(c) *Design*

In view of the above background, training courses for selected teachers have been organized on an experimental basis in one of the states. Teachers from predominantly tribal districts are selected and deputed for training. A special syllabus is devised for the course which includes imparting information on tribal life and culture and new trends in education, discussion classes on current problems of tribal education, syndicate studies, seminars, symposiums and field visits. Seeing the actual tribal life in operation during the field visit helps it to be understood better. The course runs for a period of 30 days.

(d) *Implementation*

The project was implemented in one of the states of India. Five training courses were organized in which about

135 teachers were trained. The project was implemented in collaboration with the concerned state government which deputed the teachers for training. On the basis of the experience in the courses in the concerned state the project was proposed for implementation in other states.

(e) *Resources*

The entire expenditure on the courses was met by the National Council of Educational Research and Training. Resource persons and other professional support were also provided by the Council. Resource persons from other sister institutes were also drawn.

(f) *Evaluation*

Initial evaluation results showed that teachers have become aware of tribal life-styles and culture; have also acquired a fairly good comprehension of the problems of tribal education and new trends in it; and are able to create better rapport with the tribal communities.

Chapter Three

DEVELOPMENT OF ALTERNATIVE METHODS IN TEACHING MULTIPLE CLASSES AND DISADVANTAGED GROUPES

1. Introduction

(a) In the developing countries of the Region, the development of education has been rather slow. In order to hasten the socio-economic betterment of the people in the Region, it is imperative that educational development takes place at a much faster pace. In this regard, it is heartening to note that the participating countries are moving in the direction of improving the quality of life of their people and the development of their countries with education as an instrument of socio-economic change, and purveyer of its all-round development.

(b) All the participating countries, developing as they are, have their own categories of disadvantaged groups of people. On the whole, these are the groups of people who suffer from socio-cultural disabilities, economic weaknesses due to poor technology, geographical inaccessibility, and for whom quality of educational opportunities are not available. There are difference categories of these disadvantaged groups of people living in a wide range of socio-economic and geographic settings. However, one common denominator evident in all the participating countries is that all of them are educationally under the process of development, and in order to improve this situation, education which is relevant to their needs and aspirations should be provided.

2. Goals

(a) All the participating countries are, therefore, moving in one direction with one goal on their minds – which is to universalize primary/elementary education as far as possible.

(b) If this goal has not been achieved, it is primarily due to the fact that the disadvantaged groups of people are far behind the educational level attained by the general population. If the goal is to be achieved in the foreseeable future, special efforts have to be made to bring the disadvantaged groups of people to the level of others.

(c) The traditional system and methods of education have not been able to define the goals. This realization has led to the search for alternative or innovative methods and system of education so that the process of educational development can be speeded up.

(d) In order to universalize elementary education it would not be enough to simply impart the knowledge of the three R's to the pupils. The parameters of education have greatly expanded, the practices of knowledge have been extended, the needs of the societies have changed, and the social norms and ethos demand that education should be more persuasive and comprehensive. To satisfy all these requirements, the instructional programme has to go much beyond the three R's. There is also a need now to develop among the pupils desirable attitudes, skills and values commensurate with the social ethos and economic needs of the countries concerned.

(e) It is now accepted that pursuing higher values would significantly improve (1) relationships between the teacher and the learner and among the learners, (2) process of education and (3) achievement. This would imply pursuing the values based on which education should be founded, developed and undertaken. It also implies that the aim of education shall have to be consistent with the values of life of the people and the means to achieve the aim shall have to be compatible with ends. This also means that the curriculum will have to be flexible to be relevant to the individual and that the educational institutions will have to be multiple. And, finally, it would mean that community participation, which hitherto had been lukewarm and indifferent, has to be secured.

3. Objectives

To achieve the above goals, the objective shall be to develop a teaching-learning process which is suitable to the individual learner in his environmental setting.

4. Strategy

To achieve the goal of universal education, the national efforts made in this direction need strengthening by accelerating the pace of education for girls and providing academic and resource support for development of education for the varied categories of disad-

vantaged groups of people. Assistance may also have to be provided for undertaking a study of the structure, contents, methods, training of personnel and institutional materials, especially low-cost text-books and other reading materials as well as study on perspective planning, better articulation between the first and next higher stage of education, and alternative forms of pre-primary education. Support also needs to be provided to inadequately trained staff and further development of built-in formative evaluation in new and on-going projects under the national educational development programmes. In concrete terms the following strategies may be adopted to achieve the goals:

(a) *Curriculum*

In view of the different cultural and linguistic groups and minority population inhabiting the participating countries, one common curriculum cannot meet the needs of all the above divergent groups. Therefore, there is a need for having differentiated curricula which should be relevant to the needs of the different groups of disadvantaged people. These differentiated curricula, however, should be within the framework of national goals and objectives of education of the countries concerned.

In most participating countries, a single curriculum is being used in the regular schools, multiple-class teaching schools and schools of disadvantaged groups. Often, it becomes a constraint in developing alternative methods. Some amount of flexibility is desired so that more manageable forms of curriculum organizations and methods may be developed at lower levels.

The problems of indifference to education on the part of rural children and parents, and the high rate of drop-outs are attributed to the generally low relevance of curricula to the actual socio-cultural conditions and requirements of the disadvantaged groups of people.

The restructured curriculum should be community-based. The environment in which the community lives,the history and culture, the utilization of skilled persons in the community for improving quality of education should be emphasized. But such a restructuring should involve people who are sensitive to these communities and who are also generously interested and concerned with the needs and demands of these groups of people.

(b) *Teaching-learning facilities and materials*

Teaching-learning facilities and materials may have to be designed in such a way that they will enhance the proposed teaching-learning processes by using local material and learning resources as much as possible. In this connection, it may be necessary for governments to provide schools with the tools and materials needed in the preparation of instructional aids and devices.

(c) *Teacher training*

One of the strategies may be to develop teacher training programmes both pre-service and in-service, in such a way that the teachers are:

(1) Made aware of the life patterns, cultural traits and educational problems of the disadvantaged groups;

(2) Made familiar with the teaching-learning processes, multiple classes and disadvantaged groups;

(3) Made to understand the restructured curriculum and enabled to implement it;

(4) Acquainted with and made familiar with the new techniques, facilities and materials;

(5) Oriented to practise the framework of the proposed innovative projects;

(6) Trained in the production of low-cost educational materials; and

(7) Exposed to unconventional methods of teaching and use of local resources.

Efforts may be made to encourage, professionally and financially, teachers who use innovative methods in teaching multiple classes and children of the disadvantaged groups. This should be with a view to enhancing their social status and recognition by the society.

(d) *Finance*

Often, the objectives of education are not fulfilled because of financial constraints. One of the strategies to achieve the objective may be to provide adequate financial resources. These resources shall not only flow from the public coffers, but other avenues may also be explored.

(e) *Administration and supervision*

To fulfil the objective it would be necessary to gear the administrative machinery and make management more effective. The remoteness of some of the communities and the difficulty of transportation in many countries make the task of suprvision very difficult. As such, innovative methods may have to be developed, and for this purpose supervisory skills may have to be developed by headmasters and principals working in multiple classes and in schools of disadvantaged groups.

(f) *Community participation*

In order that education is made a two-way process between the community and the educational planners and administrators, the involvement of the community with the educational development programmes has to be ensured. Upto now, community participation has been superficial and skin-deep. close collaboration with and cooperation of the community will facilitate achieving the objectives. The Community participation could be achieved in the following ways:

(1) By involving the community members in discussions on what might be done to improve community life, the need for linkages among various development programmes and the need to provide education to children;

(2) By involving community members in planning, implementing, monitoring, evaluating and decision-making with respect to the educational development programmes;

(3) By encouraging the teaching-learning processes and use of innovative methods in the community rather than depending exclusively on the infrastructure available in the school premises;

(4) By inviting the skilled people of the community to transfer skills to the pupils;

(5) By tapping the resources of the voluntary organization to facilitate multiple class teaching and education of disadvantaged groups of people; and

(6) By designing learning programmes on the rural technology.

5. Consideration of other strategies in solving problems of multiple classes and disadvantaged groups

There is a number of problems and constraints preventing the achievement of the goal. They are of different nature and dimen-

sions. Strategies in tackling some of these problems and constraints must be worked out in the way of achieving this goals.

(a) *Overcoming situational problems*

(1) *Dealing with geographic inaccessibility*

The areas inhabited by disadvantaged groups of people by and large lack accessibility. There are great transport difficulties in some of the areas, and some have not yet opened up. This leads to the isolation of these groups from the mainstream of population. These difficulties are also instrumental in the educational deprivation of disadvantaged groups of people. Alternative methods through development of distance teaching materials, etc., have to be found in order to reach the disadvantaged population.

(2) *Removal of socio-cultural problems*

In the socio-cultural context, relevance of the education is evident. Educated young men have become misfits in their respective societies. Education and manual labour have became incompatible. There are also serious problems of adjustment between the educated children and illiterate parents. In traditional societies, knowledge and expertise flow vertically from the elders to the younger ones. However, with the spread of education, they travel horizontally from the informed to the un-informed irrespective of age and social status. This generation conflict is also responsible for the hardening of attitude of parents towards education. There are also cultural barriers to education which nullify all efforts made at imparting education. In order to take education to the doors of disadvantaged groups of people, those cultural barriers will have to be removed.

(3) *Overcoming economic weakness*

The economic condition of the disadvantaged groups of people is rather weak. Technology is poor and modern tools and techniques have not yet been introduced nor available in these countries. Most of the time people are busy eking out their existence from unproductive methods. In order that educational development becomes meaningful to these people, their economic development has to take place simultaneously. The question of whether economic development should proceed or succeed educational development will depend on the relevance

of education to their needs. In this way, economic betterment will direct the attention of the people towards the pursuit of knowledge.

(4) *Solving educational problems*

(a) *Languages*

In some of the participating countries one of the most serious learning difficulties faced by the pupils, is that they are not taught through the media of their mother tongue. The result is that the pupils do not follow their lesson, nor do they do well at their examinations. It is conceded that the languages spoken by disadvantaged group of people are rather large but the number of speakers are not viable to support their use as instructional languages. Languages spoken by a large number of speakers may thus be selected as mediums of instruction. Language being one of the most important vehicles of communication, its importance for educational purposes cannot be over-emphasized. Since the languages of these people are not being used, human resources are not being developed, and since human resources for teaching through these languages are not available, teaching is not being done. This vicious circle has to be broken.

(b) *Lack of adequate resources*

Lack of adequate resources adversely affects the education of disadvantaged groups of people. The first difficulty in this area is the inadequate supply of teachers. Teachers posted in these areas are generally drafted outside and transplanted there. As they are unaware of the local culture and language they are unable to create rapport with the community and problems are not understood by them. Training of such teachers also pose problems, large numbers of them are untrained, and living in such isolated areas are cut off from the mainstream of life soon to become stale and inactive. A comprehensive programme of teacher training will significantly improve the quality of education among the disadvantaged groups of people.

Due to transportation and other attendant difficulties it is difficult to provide physical facilities to the students. The school plant is highly inadequate and facilities like

blackboard, chalk, audio-visual aids, reading and writing materials, are barely available.

There is also the problem of supply of learning materials for students. Textbooks are perhaps the only material available and even these do not reach students in time. Forms of supplementary reading material are hardly available and library facilities are inadequate. In view of the problems of teachers discussed earlier, there is an urgent need for providing self-learning materials to students, as most parents are illiterate and there is hardly anybody in the village to help the students academically. In some cases, the learning materials are also not relevant to the needs and requirements of the local culture. They do not reflect the life style of the people and do not thus create any interest among students. A plan for the dissemination of suitable learning materials which could break the monotony of reading dull, drag and un-interesting textbooks, should be planned.

The services position leaves much to be desired. The inspection and supervision of the school is superficial. Due to pre-occupation of the inspector and supervisor with other non-academic activities, they lack time to provide academic guidance to the teachers. The number of schools under the jurisdiction for an inspector is so large that it is not possible for him to inspect all schools frequently. Communication difficulties also prevent him from inspecting the schools as often as he should. Inspectors also need frequent reorientation in handling schools and teachers in the areas inhabited by disadvantaged groups of people. Other services like provision of midday meals, health programmes, educational excursions, extra-curricula and co-curricula activities often go by default. The curriculum is so loaded that there is hardly any time left for such activities. Particular attention needs to be given to the health and sanitation aspects of the students' everyday lives. Supply of nutritious food to the students at state expense also needs immediate consideration. Supplying other social services presently unavailable but which are likely to direct learning toward providing a meaningful education to students is likely to enhance the possibilities of attracting newer and better ways of retraining existing students in the schools.

(c) *The system*

The existing educational system in most of the participating countries is traditional. In many countries the curriculum is in a stage of revision but have not kept pace with the times and learning experiences provided the child vary from culture to culture. In developing a new curriculum, this factor has to be taken into consideration. Classroom instruction is not quite updated and while innovative methods are being attempted and encouraged, their effectiveness have not been established. The four walls of the classroom and the long periods demanded by programmes in different countries somehow inhibit and restrict the child's activities. Outdoor activities should be encouraged and experiences outside the classrooms should be given a place in the curriculum. Education should take place in the cultural settings and the teaching in and through the child's environment should receive serious consideration. A child is the product of the environment and if teaching does not take the environment into account, the child grows up with a distorted world which create difficulties of adjustment in later life.

The system of evaluation also needs a thorough re-examination. Many alternative systems of evaluation have been experimented on participating countries and it would be desirable to see which of these would suit the particular countries. Modern gadgets, tools, equipment, audio-visual aids, etc., may not reach the disadvantaged groups for a long time to come due to financial and technological constraints, but, this does not mean that modern ideas and concepts should not percolate through the traditional system of education in these societies. A harmonious balance between traditional and modern systems have to be structured so that children derive the advantages of modern systems of education without losing their cultural moorings. Innovative methods found successful in identical cultural settings should be tried out in participating countries with suitable modifications relevant to their respective cultures.

(d) *Inflexibility in innovation*

Some systems existing in some countries are inflexible. Rigidity towards traditional values prevent

acceptance of innovative methods. This inflexibility and rigidity of attitude should be dissolved, if innovative methods are to be effected in the educational system.

The decision-making process is at present highly centralized. This causes uncoordinate delay in transmitting the orders for implementation of the programmes. In many areas inhabited by disadvantaged groups the programmes are dissipated by the time they reach the implementation level. The vastness of areas, transportation bottlenecks, the primitive communication system, the need to involve the community in the decision-making process – all demand that there should be decentralization of decision-making processes, power, and authority as well as responsibility should be distributed as thinly as possible. The disadvantaged communities are well-knit and homogeneous in character. Unless their members are taken into confidence and invited to pursue the educational development programmes, they will merely remain passive spectators rather than active participants in the innovative methods introduced in the school. No innovative method can function in a vacuum. Power and responsibility must go together. It would be meaningless to ask the people to share the responsibility of educational development in their areas without conferring on them the attendant power to implement the programmes.

(e) *Overcoming psychological problems*

Wherever there is is a choice between economic development and educational development, people have always chosen the former. The relevance of education to their socio-cultural requirement and its being a tool of economic betterment has often been questioned by the parents. After making sacrifices for a number of years by denying themselves the benefit which would have accrued to them had their children not been to school, they become disenchanted and disillusioned when their educated children lose the best of both worlds. They are neither able to bring any economic return to the family nor return to their traditional occupations, which in most cases, involve manual labour. When such a situation develops interest towards education becomes lukewarm and education succumbs to indifference. Hence education

for the sake of education is a luxurious pastime for economically weak parents, and unless it becomes a purveyer of socio-economic betterment, it is highly unlikely that it will succeed among disadvantaged groups of people. Education should thus be able to make the students productive and educationally fit to compete in a world of occupations.

(f) *Alleviating historical problems*

In many societies there are historical reasons for slow or non-development of education among disadvantaged groups of people. There have been cases when the people of higher social groups, who have had all the power and authority in their hands, denied the benefits of education to the people of the lower societal stratum. With the rising tide of aspirations of the latter groups of people and with the spread of the spirit of humanism and social equality, this problem is gradually being resolved. But efforts are also needed at all levels to expedite this process. In a welfare society, equality of opportunity has to be given to all groups of people.

6. Proto-type projects for further implementation

The participating countries discussed and analyzed as many as 27 innovative projects which are being implemented in their countries. In addition to the existing projects reported in their country papers and discussed, the participants also came up with some more alternative and innovative projects which considered worth a trial. These projects were grouped and identified in six proto-type projects according to the areas to which they belonged. These proto-type projects were: (i) development of small schools as being experimented in Indonesia, Nepal and Sri Lanka; (ii) comprehensive programme for multiple classes and disadvantaged groups as in Korea, Maldives, India, the Philippines and Sri Lanka; (iii) strategies in solving educational problems for disadvantaged groups as in India, the Philippines and Thailand; (iv) education for women and girls as in Nepal; (v) programme for the physically handicapped as in Nepal, and (vi) preparation and training of teachers as in India.

All the above projects are aimed at improving teaching in multiple classes and bringing about development of education of disadvantaged groups of people. Some of the projects are common to a number of countries, while some are exclusive to other coun-

tries. It would be desirable if the participating countries studied and analyzed all the on-going projects in the countries as well as those which were suggested as alternative projects in the study group meeting in order to see if any of them could be implemented. The problems of multiple class teaching and the education and development of disadvantaged groups being more or less the same, the innovative methods tried in one country may, with suitable modification as per the country's requirements, be implemented advantageously in other countries.

This would then call for regional cooperation between the countries in terms of exchange of experiences, ideas, materials and personnel. If a particular experiment has been found successful in a country, other countries may try to implement it without the need to repeat the initial experiment. This would save time and resources, thus facilitating achievement of regional cooperation, at various levels. A joint strategy of implementing these projects which suits the participating countries of APEID may also be strongly recommended.

ANNEX I

AGENDA

1. Inaugural session

2. Election of officers of the meeting and consideration of agenda and provisional schedule of work

3. Review and examination of national efforts and initiatives in solving problems of multiple classes and education for disadvantaged groups; and exploration and examination of problems and learning difficulties

4. Evaluation and comparative analysis of innovative methods of teaching currently in use or under trial or consideration in the participating countries, for (a) multiple classes and (b) disadvantaged groups of population, and synthesis of innovative projects.

5. Visits so schools and innovative projects

6. Development of alternative methods of teaching: (a) multiple classes; (b) educating disadvantaged groups; and (c) evaluation and renewal of innovative projects

7. Consideration and adoption of the report of the meeting

ANNEX II

LIST OF PARTICIPANTS AND OTHERS ATTENDING

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ANNEX III

LIST OF DOCUMENTS

Information Documents

ROEAP – 80/APEID-ST.IMT/INF.1	General Information

Working Documents

ROEAP – 80/APEID-ST.IMT/1	Annotated Agenda
ROEAP – 80/APEID-ST.IMT/2	Provisional Schedule of Work
ROEAP – 80/APEID-ST.IMT/3	Multiple Class Teaching in India by Dr. L.R.N. Srivastava
ROEAP – 80/APEID-ST.IMT/4	Education of Disadvantaged Group in India by Dr. L.R.N. Srivastava.
ROEAP – 80/APEID-ST.IMT/5	Small School Development in Indonesia by Mr. Soemitro and Mr. K.M.A. Usop.
ROEAP – 80/APEID-ST.IMT/6	The Development of the Small School System in the Context of the National Reconstruction in Indonesia by Mr. Salikin Soemowardojo.
ROEAP – 80/APEID-ST.IMT/7	Problems and Learning Difficulties in Teaching Multiple Classes in Korea by Dr. Ki Hyoung Oh.
ROEAP – 80/APEID-ST.IMT/8	Problems and Learning Difficulties in the Education of Disadvantaged Groups and in Teaching Multiple Classes in the Republic of Maldives by Mr. Mohamed Waheed Hassan.
ROEAP – 80/APEID-ST.IMT/9	Problems and Learning Difficulties in Teaching Multiple Classes and Education of Disadvantaged Groups by Mr. Basudev Gajurel

ROEAP – 80/APEID-ST.IMT/10	A Critical Study Paper on Evaluation and Development of Innovative Methods of Teaching With Reference of Problems of Multiple Classes and Disadvantaged Groups in the Philippines by Miss Norma P. Olaya
ROEAP – 80/APEID-ST.IMT/11	Multigrade/Multiple Class Teaching: A New Dimension in Teaching Disadvantaged Groups in the Philippines by Dr. Juanita S. Guerrero
ROEAP – 80/APEID-ST.IMT/12	Multiple Classes and Disadvantaged Groups in Sri Lanka by Mr. S.B. Ekanayake
ROEAO – 80/APEID-ST.IMT/13	Evaluation and Development of Innovative Methods of Teacing With Reference to Problems of Multiple Classes and Disadvantaged Groups in Srk Lanka by Mr. S.B. Ekanayake
ROEAO – 80/APEID-ST.IMT/14	Experiences Relating to Multiple Class Teaching and Education of Disadvantaged Groupd and their Related Projects by Mrs. Onanong Suwankul.

ANNEX IV

VISITS TO SMALL SCHOOLS PALANGKARAYA, CENTRAL KALIMANTAN

The small schools visited were located in villages 4-6 kms apart from each other on the banks of the river Kahayan and each consisted of 10-20 small families. The immediate surrounding area was forest and the only way of communication was by boat. The small schools were suited to the needs of both its people and the government.

The group summarizes its visits to the small school according to the following categories; school set-up, number of teachers and pupils, schools schedule and activities, classes and multiple classes, facilities and equipment, opinion of the teachers and observations and comments of the visits.

1. School set-up

Each school had two to three classroom about six by nine metres in size. The school also had grounds for playing and gardening. In each school there were one to three small buildings called 'Kiosks' and all buildings including the roofs were entirely made of wood.

2. Number of teachers and pupils

Each school had three or four teachers including the Principal. The student population of the school varies from about 30 to 60.

3. School schedules and activities

School activities were carried out from 0730 hours to 1300 hours, Monday to Thursday and on Saturday. On Friday, it held a shorter session and classes were over by 1130 hours. Class hours varied according to grades.

Since the school time was from 0730 hours to 1300 hours, there was no lunch break at school and all pupils went home for lunch. Activities performed on Saturday were related to arts and crafts and self-teaching activities. Administrative functions of the head of the school had scheduled for Saturdays.

4. Classes and multiple classes

The small school may not have complete classes for all grades (Primary I-VI). For example, one school may have only four grades in a year, such as grades II, III, IV, and VI, because there may not have been sufficient enrolment for each grade.

In the Penda Baraina school, the combination of classes were grades II and III in skill lessons and grades V and VI in arts. There were four classes (four grades) in this school, the enrolment being 7 children in grade II, 10 in grade III, 10 in grade V, and 10 in grade VI. In the Tangung Sangalang School, the combinations were grades I-II-III and grades IV-V-VI where there were five children in grade I, five in grade II, six in grade III, eight in grade IV, five in grade V and four in grade VI.

5. Facilities and equipment

The school building was well-constructed and there were Kiosks for pupils' learning activities and rest; a) playground and garden for playing and planting; b) modules; c) wall pictures; chalk and chalk-boards; d) pupils' desks and chairs; and e) local materials.

6. Opinion of the teachers

Teachers in these schools were interviewed and they stated that they were pleased and satisfied working in these schools. They stated that the modules were very helpful and that they sometimes developed extra modules or revised the existing ones to meet the needs and situations of class teaching. The tape recorder used for playing cassettes accompanying the moudles was reported to be owned by the teacher.

7. Observations and comments

The small school development programme, Palangkaraya, Central Kalimantan Region, was impressive and innovative in terms of the following factors:

a) The Committed and sacrificing nature of the teachers;

b) The opportunities provided for all school-going children with universal primary education;

c) Low pupil teacher ratio which was about 20:1;

d) Use of self-instructional modules;

e) Use of resource persons;

f) Efforts to use local resource materials; and

g) The healthy school and community relationships which were observed during the visits.

It was felt that the small school in Palangkaraya, Indonesia could serve as a learning centre for the entire community.

APEID PUBLICATIONS RELATED TO TEACHER EDUCATION

In-service training of teachers in Sri Lanka (IBE/ACEID series), 1976

Exploring new directions in teacher education: re-orienting teacher education for rural development (Teacher Education 2) 1977

Preparing teachers for education in rural development – a handbook, 1977

Continuing education for teacher educators – advanced-level workshops, 1978

Continuing education for teacher educators: handbook of suggestions for organizing advanced-level workshops, 1978

Developing instructional modules for teacher education: a handbook, 1978

Developing instructional modules for teacher education: selected exemplar modules, 1978

Continuing education for teacher educators: identified needs and plans for national workshops, 1979

Policy studies in Asia – the training of educational personnel: India, Nepal, Pakistan, Philippines, Thailand, 1979

Teacher education: directions of change, 1979

Universalizing education: selected innovative experiences – New techniques for preparing educational personnel, 1979

Universalizing education: strategies for development and use of instructional materials, 1979

Designing instructional materials for general education and teacher training: a portfolio of experiences in Asia and Oceania, 1980

New personnel profiles in relation to changes in society and educational systems, 1980

In-service teacher education: developing innovatory strategies and instructional materials; report, 1980

Preparing educational personnel: Training methodologies based on locally available learning resources, 1980

Social change and new profiles of educational personnel: national studies of India, Nepal, Philippines, Rep. of Korea, 1981

The Asian Programme of Education Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through the national centres which they have associated for this purpose with APEID.

The 21 countries in Asia and the Pacific participating in APEID are: Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore Socialist Republic of Viet Nam, Sri Lanka and Thailand. Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchanges between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, coordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The aims of APEID are:

- To stimulate efforts in the Member States for the development and implementation of innovations in education, both formal and non-formal;
- To make students, parents, communities, teachers and other educational personnel, aware of the need for relevant changes in education;
- To promote understanding and appreciation of the differences in educational practices and approaches of the Member States.